

English Language Curriculum

Teacher's Guide

Level: Nursery

Term: I

NOTE FOR TEACHERS

The period from two to six years of age is the most appropriate time for children to absorb and learn languages.

For young children learning a second language (English language to our case) is not a problem provided it is presented in a meaningful way – through conversation. They must be given plenty of time to listen and to understand before they can be expected to speak.

Children naturally absorb language by listening and imitating others. Since children coming to our schools have different social and cultural backgrounds, it is important to provide them with a wide variety of experiences and opportunities to express their thoughts and feelings. Speaking, listening, reading and writing go hand in hand. Therefore, we must try to provide an environment integrating all four modes of language skills so that their progress in the arena of language is natural and with ease:

What I hear I can say
What I say I can write
What I write I can read

LANGUAGE READINESS

Speaking – Listening

1. General Conversation
2. Enrichment of vocabulary
 - a. Classified Cards
 - b. General Nomenclature Cards
 - c. Things in the Environment
 - d. Vocabulary Basket
 - e. Mystery Bag
3. News Period
4. Question Game
5. Sound Game
6. Stories and Poems
7. Other Games

1. General Conversation

The best way to develop speaking skills is to get children talking to them about themselves, their family pets, toys, favourite TV programs, friends, their home . . . etc. It should be an on going process. In the beginning the teacher will have to initiate the talk, until the children get confidence to do so themselves.

2. Enrichment of Vocabulary

This can be done early morning in the group lesson. Children must be exposed to a wide range of vocabulary and variety of words to make them express themselves. Children must be exposed to wide range enrichment through:

a. Classified Cards

Each picture on the card depicts only one environment as a whole, and then several other cards bearing the pictures of that environment are shown e.g. classified cards can be of things in the bedroom, garden, kitchen etc.

b. General Nomenclature Cards

Each card bears a picture of one thing only without any time on it e.g. car, boat, hat, fan, cap etc.

c. Things in the Environment

It contains objects, which the child sees around him both indoors and outdoors.

E.g.: Indoors – chair, table, fan, door, window etc.

Outdoor – tree, flowers, swings, slide etc.

d. Vocabulary Basket

The vocabulary basket contains miniature objects e.g. airplane, book, iron, candle, purse, train etc. Names of things are taught by correct pronunciation. Objects are taken out one by one from the basket and shown to children. First children can be asked to name the objects and then the teacher tells them the name.

e. Mystery Bag

Make a cloth bag with 8 – 10 objects such as seashells, a corn, a torch, a spoon etc. Put your hand in the bag, take the object in hand and say “Oh! I have got something.” Keep describing the object as you feel it inside the bag. Ask the children if they can guess what it is. Then take out the object from the bag and name it. Later invite children to take turns and guess the other objects inside.

This develops the sense of depth and the power to visualize mentally.

3. News Period

Children must be encouraged to share their day to day experiences with peers. Give each child opportunity to speak. Encourage especially the shy ones to speak out.

Coax the child to give you as much news and information as possible. Giving the child a chance to listen and speak in a group helps him to gain confidence.

Objectives:

1. Gives confidence in speaking and expressing needs.
2. For avoiding language difficulties in future.

4. Question Game

Teacher can ask open-ended questions i.e. questions that have more than one possible answer. Basing her questions on the news that the child is sharing, the teacher can ask several interesting questions encouraging the child to talk e.g. if the child says ‘I had gone for picnic’, the teacher can ask where did you go for the picnic? Who else with you? What else did you do there?

Aims of this game:

1. To develop the ability of analysis
2. To enhance vocabulary
3. To build an orderly mind
4. To develop language

5. Sound Game (spy games)

1st stage: To identify an isolated object when the child initial sound of the name of the object is given i.e. one object in each child's hand or only one object on the table.

2nd stage: To identify an object out of many objects on the table when the initial sound of the name of the particular object is given, starting with two objects on the table then increasing to three, four, five and more objects on the table. Initial sound of the names of the children given to name the particular child.

3rd stage: No objects required:

To identify objects in the indoor and outdoor environment when the initial sound of the name of the objects is given. Later any word beginning with a particular sound e.g. words beginning with 'f' – fall, fat, find, first, far, fresh.

The first three stages of the game have to be played in this exact sequence.

The following stages of this sound game have to be played in any order that is convenient.

4th stage: To identify an object on the table out of many objects with the same initial sound, but when the last sound of the name is given e.g. – bed, beg, basket, bin, fan, fish, flower.

5th stage: To identify an object out of many objects with the same initial sound and the same last sound, but when the middle sound is given e.g. – pin, pan, pen, cat, cot.

6th stage: The teacher may ask the child to give many words with a particular sound either in the beginning end or in the middle e.g. – mango, camel, drum, farm, monkey, lemon, hammer.

7th stage: To analyze a word i.e. to break it up into its component sounds e.g. – h-a-t, h-e-n, f-l-a-g, t-a-p, b-oo-k.

Objectives:

The child will be able to:

- Recognize sounds.
- Realize that words are a combination of sounds.
- Relate sounds to symbols.

6. Stories and Poems

Telling stories is one of the most effective ways of developing language. Stories should be simple and not long as children have short attention span and are unable to sit through/comprehend lengthy tales.

- Story-telling sessions should be held daily.
- Children should sit in a circle quietly and should be able to see the book, props or puppets.
- Different voice/facial expressions should be offered for different characters in the story.
- Stories can be repeated several times.
- Stories can be told / narrated to students 10 – 15 minutes before home time. Use visual aids, books, props, charts etc.

Poems or songs

Music is the most interesting and fastest way of enhancing vocabulary. Choose songs about colours, numbers, alphabets, animals and their sounds etc. and the children will learn the lyrics in no time. Sing with actions and get involved with the children. If they are to jump, then jump with them.

7. Other Games

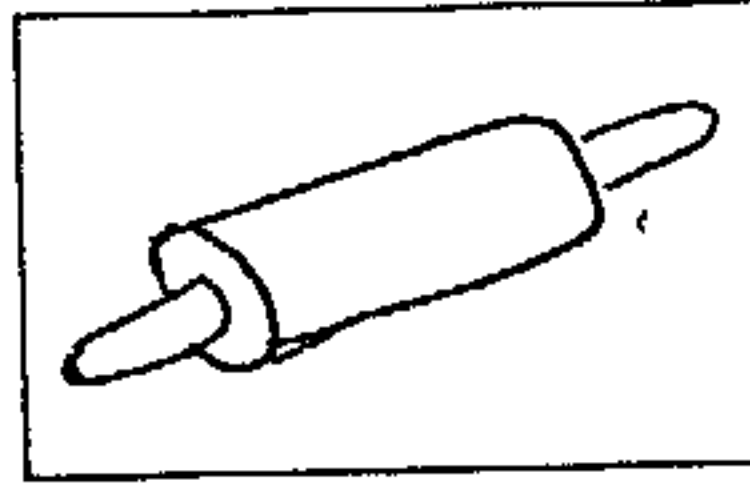
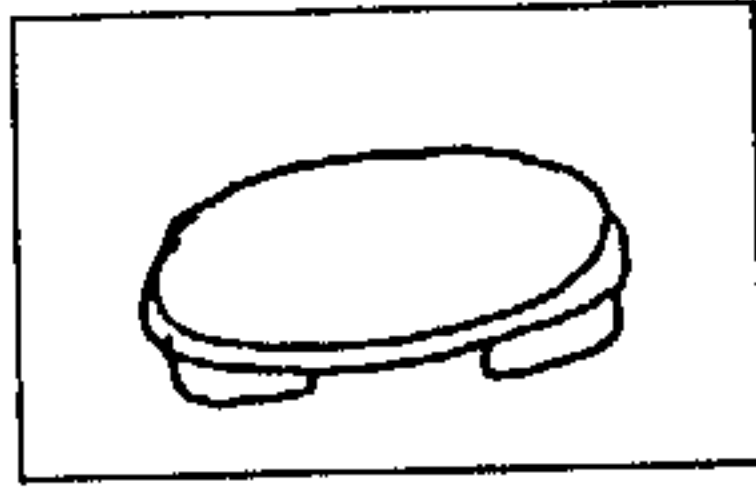
Matching games

Game No. 1:

- a. Children can match pictures by matching the objects that are alike e.g.



- b. Matching by association like e.g.



- c. Children can match initial sounds or words:

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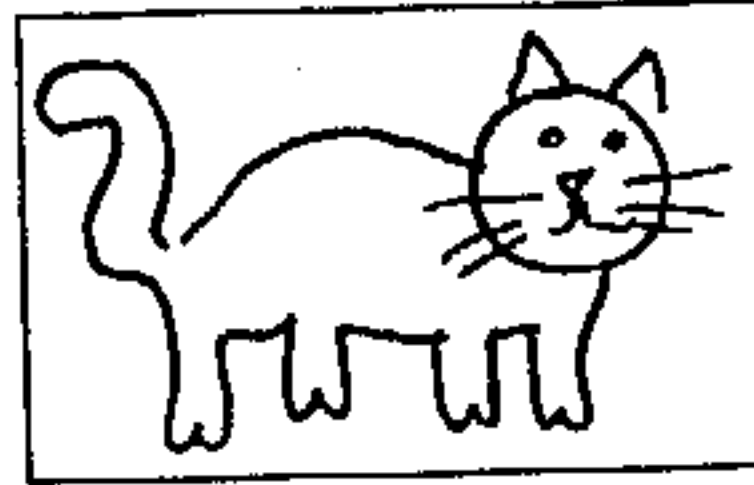
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Cap

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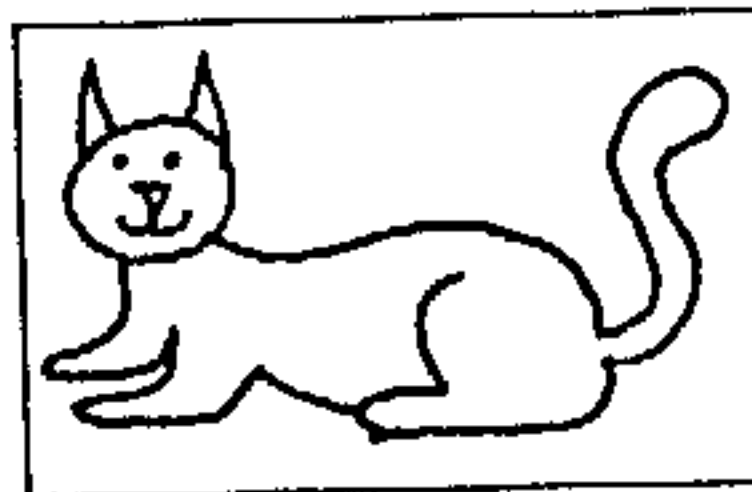
- d. Initial sounds and pictures:

C



or word and picture

Cat



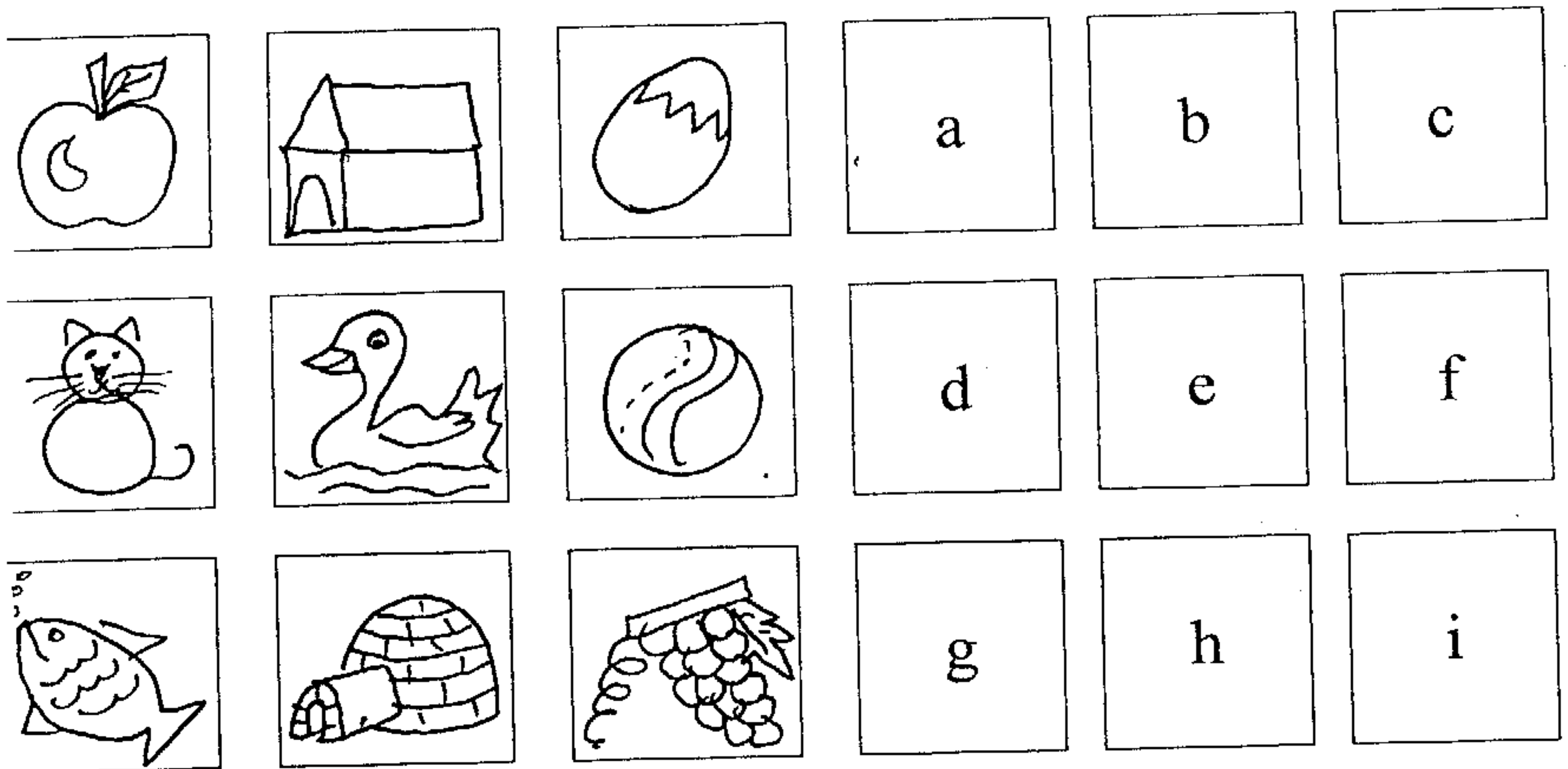
- e. Initial sounds and words.

C

Cat

Game No. 2

Make a board with equal squares drawn on it. Different letters will be written in each square. Flash cards having the same size as the squares on the board will be prepared. A picture will be drawn on each flash card. They will be kept in a basket. Children will select a letter and sort out the flash card with the starting with this letter. They will take the flash card bearing the picture beginning with the selected letter and keep it on the board. This game will continue till the whole board is covered with flash cards.



Writing:

Writing is a means of expressing one's thought through graphic symbols. When a child comes to school, indirect preparation is given systematically and gradually through exercises of practical life and sensorial material.

Indirect Preparation for Writing:

- a) **To prepare the intellect**
 1. Setting up of environment for enhancement of vocabulary.
 2. Pre-reading games.
- b) **To prepare the motor mechanism**
 1. To prepare the fingers to hold the pencil.
 2. To develop light touch i.e. not to press when writing.
 3. To direct the movement of the hand.

In order to teach the child how to write it is necessary to analyze then various movements introduced in it. In order to write, the child has to learn how to hold the pencil with three fingers and how to develop a light touch. Finally for writing, it is necessary for the hand to be under control of time and will. All this is fulfilled by exercises of practical life and working with the sensorial material.

Touch boards:

1. Touch boards and touch tablets help child to develop a light touch.
2. This helps in writing as child the frame and inset. He has to direct the hand in exact manner.

Besides these exercises, the exercises of practical life also develop muscles of the fingers and the forearms and this eventually helps in the mechanism of writing e.g. pouring water, pegging, threading beads etc.

Direct Preparation of Writing:

a. Sand Paper Letters

It helps the child to learn the correct formation of the letters. Three to four letters are introduced within a specified time frame. With two fingers the child learns to enact the formation of the letter.

The presentation should never be artificial. It should come naturally as games without letter. First merely pronouncing a sound such as 'a' or 'o' and then the word containing it. The child should join it and help to find other words. After a while produce the letter which has greater importance. Choose two or three letters. Taking each in turn. Show the child how to trace the letters with first two fingers of right hand, and the movement should be proper while writing. At the same time say the sound of the letter and give a few words which contain the sound. Let each child see how many words he can think of the various sounds. These games should be repeated many times both with or without teacher. The children should become familiar with letters and should acquire the habit of analyzing it by the sound in the word they know.

b. Metal Inset (these have been replaced with hard paper frames which can easily be duplicated)

Gives freedom to move the pencil and direct it to where the child wants it to go and keep it in the prescribed limits.

To begin with, take the metal frame of the square. Place a square sheet of coloured paper on the wooden board and place the metal frame on that without its insets with a colours pencil draw around the empty space of the

cut out. Now lift the frame and the figure is reproduced in one colour on paper. Now take the inset and place it as exactly as possible within the figure. Draw on the paper by holding it firmly with one hand and with the other hand draw around the inset. Lift the metal piece and see its shape into different colours. After this with a coloured pencil holding it in the manner of writing, fill in the figure with any colours of his choice. To achieve the best result use the pencil gently backward and forward and encourage to make parallel lines by going from one end to the other in the figure. Ask the child to see if he can fill the whole figure without passing beyond the line of the inner figure. At later stage the child may super impose different figures using only the one inset in any manner of design that the child may wish to create, filling in the different spaces with colours of his own choice. His creative activities will be awakened.

c. **Sand Tray**

Level a tray with dry sand and a separate one with wet sand and let the children practice tracing within to improve their hand control and muscular eye-hand co-ordination.

Child works independently and practices the formation of the English alphabet and numbers in the sand. Free hand drawing should also be practiced similarly.

d. **Writing on the Boards/slates**

The child practically sees the teacher forming the letters. It is reinforced through different exercises of matching/joining. The child practices to form letters on the black board with chalk or individually on slates with chalk.

e. **Tracing on dots**

Tracing in between the double lines/hollow letters. Starting point is given. Child writes in between the double lines. Control of error outline.

The awareness of the limit comes through this exercise. It also prepares children to trace on the dots.

f. **Freehand Writing**

Helps the child to gain confidence through writing independently, without any guidelines or limits. Such scribbling should be encouraged.

Indirect Preparation

1. Puzzles
2. Play dough
3. Pasting
4. Cutting

Working with puzzles, moulding play dough or plastiscine, cutting help in developing good muscular movement, gross motor skills and eye-hand co-ordination.

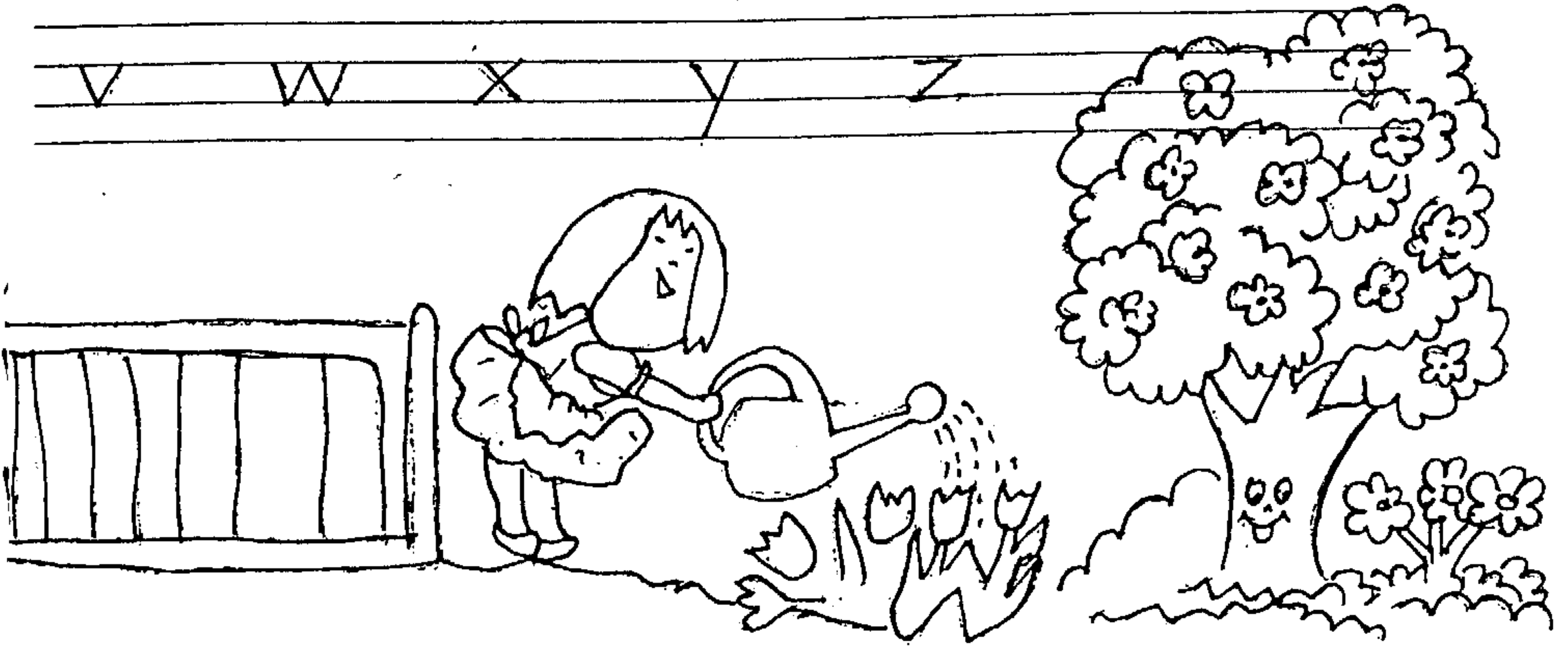
Alphabet Writing Pattern

a b c d e f g

h i j k l m n

o p q r s t u

v w x y z



Reference Sheet for Word Series

at	an	in	ap
bat cat fat hat mat pat rat sat	can fan man pan ran tan van	bin fin pin sin tin win	bap cap gap lap map nap rap sap tap
un	et	it	ot
bun fun gun nun run sun	bet get jet let met net pet wet	bit fin hit mit pit lit sit	cot dot hot got lot not pot rot

Reference Sheet for Phonograms

ee	oo	ch	sh
seed feed weed feel heel peel	book cook hook look rook	chips chat chick chop chin chit	ship shop shoe shut shot

Subject: English

Level: Nursery

Term: 1

WK	Communication	Reading	Writing	Assessment
1	<ul style="list-style-type: none">• Introduction to each other• Nursery rhyme• Working with plasticine, play dough, blocks, metal inset• Pattern tracing i.e. vertical and horizontal lines• Oral introduction of the phonic sound c.l.o	Text Twinkle Twinkle..	- Free hand painting of horizontal lines on large loose sheets of paper - Work sheets.	- Proper handling and working with the material - Proper tracing of dots from the starting points
2	<ul style="list-style-type: none">• General conversation things in the class room• Picture talk to give a variety of words and enrich their vocabulary• To help them express themselves and settle in the environment• Introduction of c.l.o.• Activity: Pasting, painting and coloring	Text Jane Song 'Walking through the jungle'	- Letter formation of c.l.o. - Tracing in between the double line	- Worksheet - Match and join
3	<ul style="list-style-type: none">• Reinforcement of letter c, l, o• Topic of the month Pakistan.• Story Goldilocks and the three bears.• Concept big & small.	Text Jane & Peter	Tracing over the dotted line of letter c, l, o work sheets.	Joining exercise letter.
4	<ul style="list-style-type: none">• Story songs & Rhyme. (Jack and Jill)• Sound game.• Introduction of Touch Boards.• Oral introduction of a. d. i.	Poem. Two Little Dicky Birds Text: Here is Peter and here is Jane.	Independent writing of letter c. l. o	- Worksheet - Match and join
5	<ul style="list-style-type: none">• Reinforcement of the phonic sound. c. l. o.• Introduction to primary colour yellow.• Introduction to a, d and I along with the names of corresponding things.• All about me.• Senses.	My family Book let mother father brother sister grand father uncle Aunt Song: We must learn to	Book lets of my family working with Metal Inset.	Recognition of letters done so far. Good response in the sound game. Worksheet.

WK	Communication	Reading	Writing	Assessment
6	<ul style="list-style-type: none"> • Tracing of a, d, and l in between the double line. • Song and Rhyme. • Introduction to the primary colours blue. Activities. Colouring of the associated pictures. 	Text Peter is here and Jane is her. Reinforcement of words.	Tracings of a, d, and l in between the double lines.	Circle the correct sound. Joining exercise letter to letter, picture to letter.
7	<ul style="list-style-type: none"> • Introduction of primary colours i.e. red • Activity setting of colours corner work sheet. • Concept • In & out, fat & thin. 	Story the red hen.	Tracing of a, d, & i on the dotted line.	Visual discrimination of colours the things that are red. Match & join work sheets Circle the correct sound.
8	<ul style="list-style-type: none"> • Introduction of the names of common fruits such as apple, banana. • Fun Activity (stringing beads). • Memorization of names of day of the week. * • Concepts. • Thick and thin • Tall and short. 	Text Here is the dog. Song six little ducks that once I knew fat ones skinny Ones tall ones too.	Independent writing of the letter a d and i	Worksheet match & join Circle the correct letter.

Lesson Plan

Level: Nursery

Term: 1

Week: 1

Communication	Reading	Writing	Assessment
<ul style="list-style-type: none">- Introduction to each other- Nursery rhyme- Working with plasticine, play dough, blocks, metal inset- Pattern tracing i.e. vertical and horizontal lines- Oral introduction of the phonic sound c.l.o	<ul style="list-style-type: none">- Text Twinkle Twinkle..	<ul style="list-style-type: none">- Free hand painting of horizontal lines on large loose sheets of paper- Work sheets.	<ul style="list-style-type: none">- Proper handling and working with the material- Proper tracing of dots from the starting points

Lesson Plan

Communication

Level: Nursery

Term: 1

Week: 1

Day: 1

1. **Objectives:** The children will be able to:
 - Enjoy the activities
 - Pronounce the rhyming words and lines of the song
 - To develop their speaking and listening skills
 - Language development
 2. **Function:** Tracing, handling and painting
 3. **Activity:** Singing, painting
 4. **Material:** Play dough, blocks, plasticine and loose sheet
-

5. **Procedure:**

- Task – A: Introduction
 - Task – B: Fun activity, working with play dough, plasticine and blocks
 - Task – C: Nursery rhyme “Twinkle twinkle little star”
- a. **Preparation:**
Tell the children that now we are going to sing a poem
 - b. **Introduction:**
 - Draw the stars on the board
 - Vocabulary development
 - c. **Listening:**
Teacher will sing and the children will listen
 - d. **Singing:**
 - Children can colour in the given work sheet of the poem
 - Children will sing along the teacher and learn the action
 - e. **Group Singing:**

Worksheet

Level: Nursery
Week: |

Term: |
Day: |

Day: _____

Twinkle, Twinkle

Twinkle, twinkle, little star,
How I wonder what you are!
Up above the world so high,
Like a diamond in the sky.



Lesson Plan

Fun Activity (Free hand painting)

Level: Nursery

Term: 1

Week: 1

Day: 2

1. **Objectives:** The children will be able to:
 - Develop attention span
 - Indirect preparation for writing
 2. **Function:** Free hand painting
 3. **Activity:** Handling of paints and brushes
 4. **Material:** Loose sheets, paints and brushes
-

5. **Procedure:**

- Task – A: Free hand painting of horizontal lines
- Task – B: Working with play dough and plasticine
- Task – C: Block play

Worksheet

Level: Nur.
Week: 1

Term: 1
Day: 2

Fun Activity

Hand Span.

Lesson Plan

Writing (Metal inset)

Level: Nursery
Term: 1
Week: 1
Day: 3

1. **Objectives:** The children will be able to:
- Acquire mastery of hand and holding the writing instrument both in lightness and keeping within the lines
 - Develop hand control and pencil grip
2. **Skills:** Making their own patterns with the help of Metal inset
3. **Topic:** Hand control exercise
4. **Material:** Loose sheets and Metal inset

5. **Procedure:**

Task – A: Hand control exercise

Preparation:

Ask your learners to take one colour pencil and draw the shape, then with another colour pencil start from the right side and keep on running from right to left and left to right without picking up the pencil.

Task – B: Pattern tracing with the help of a worksheet (dotted)

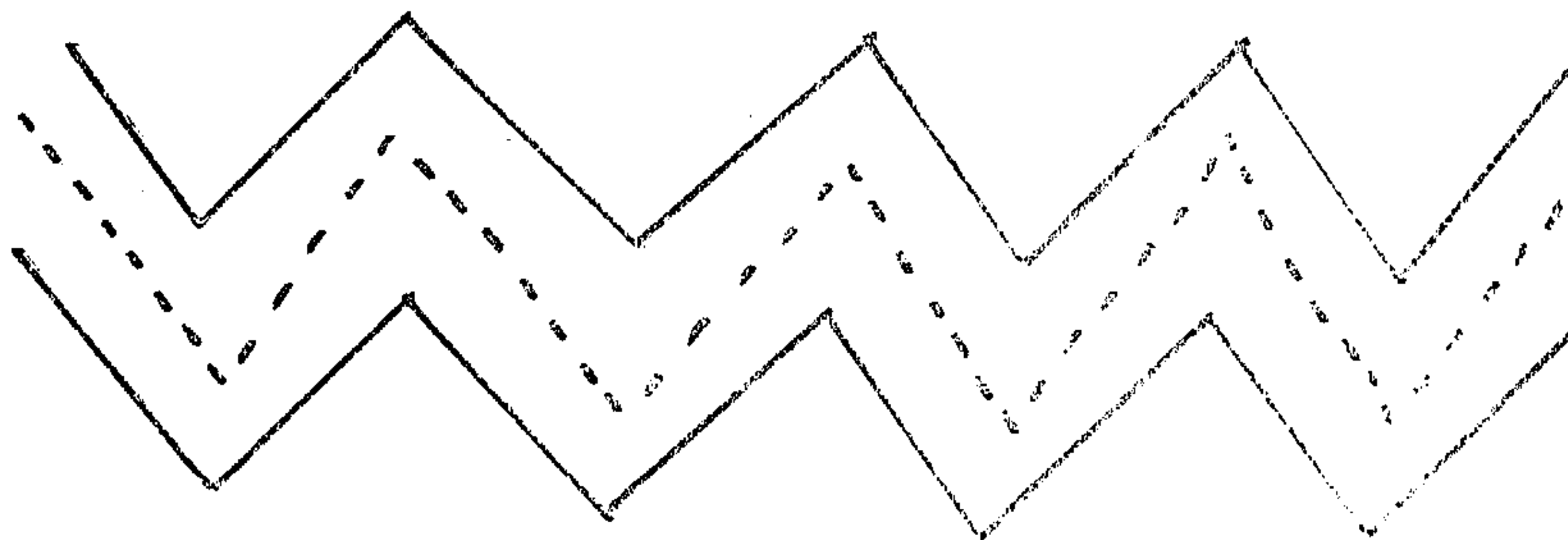
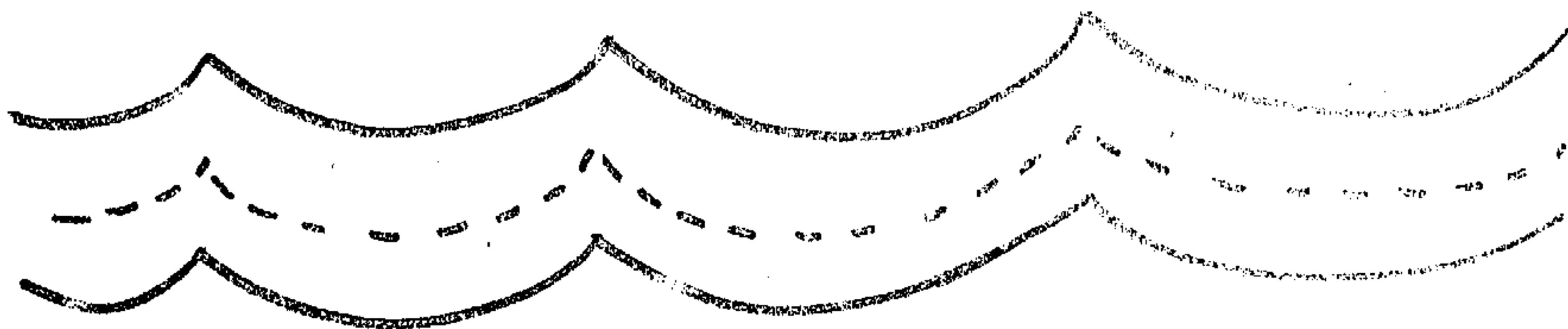
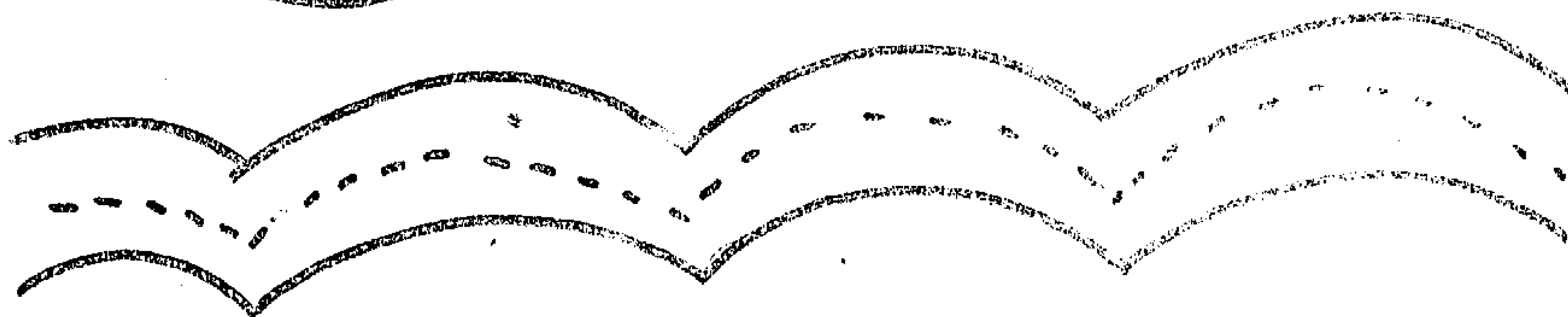
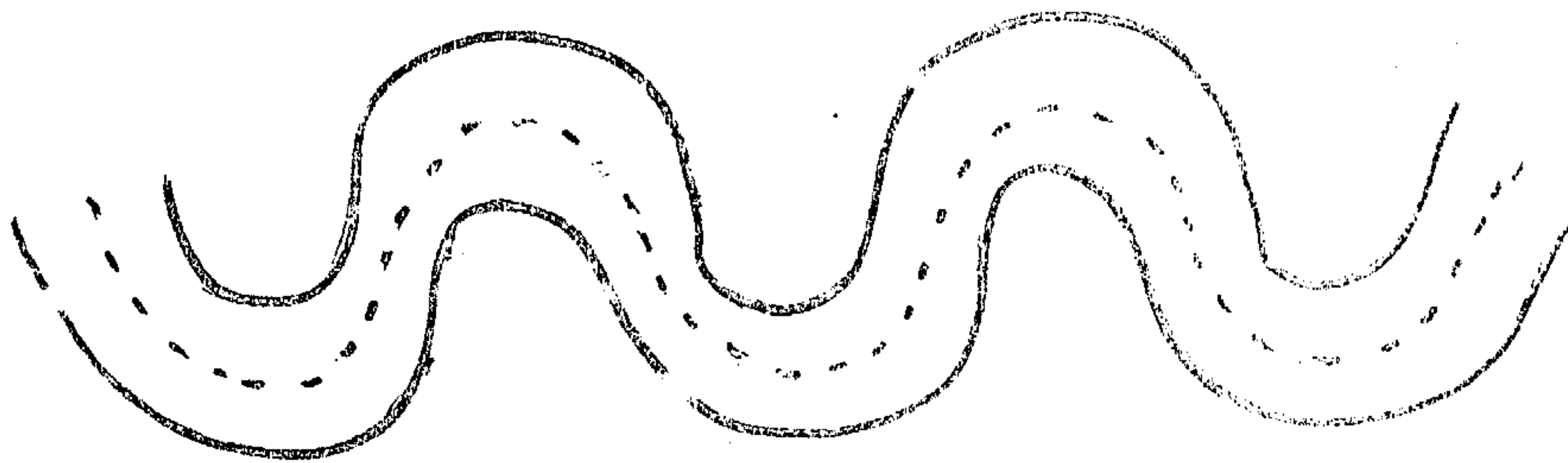
Task – C: Hand control exercise (Work sheet)

Worksheet

Level: Nursery
Week: 1

Term: /
Day: 3

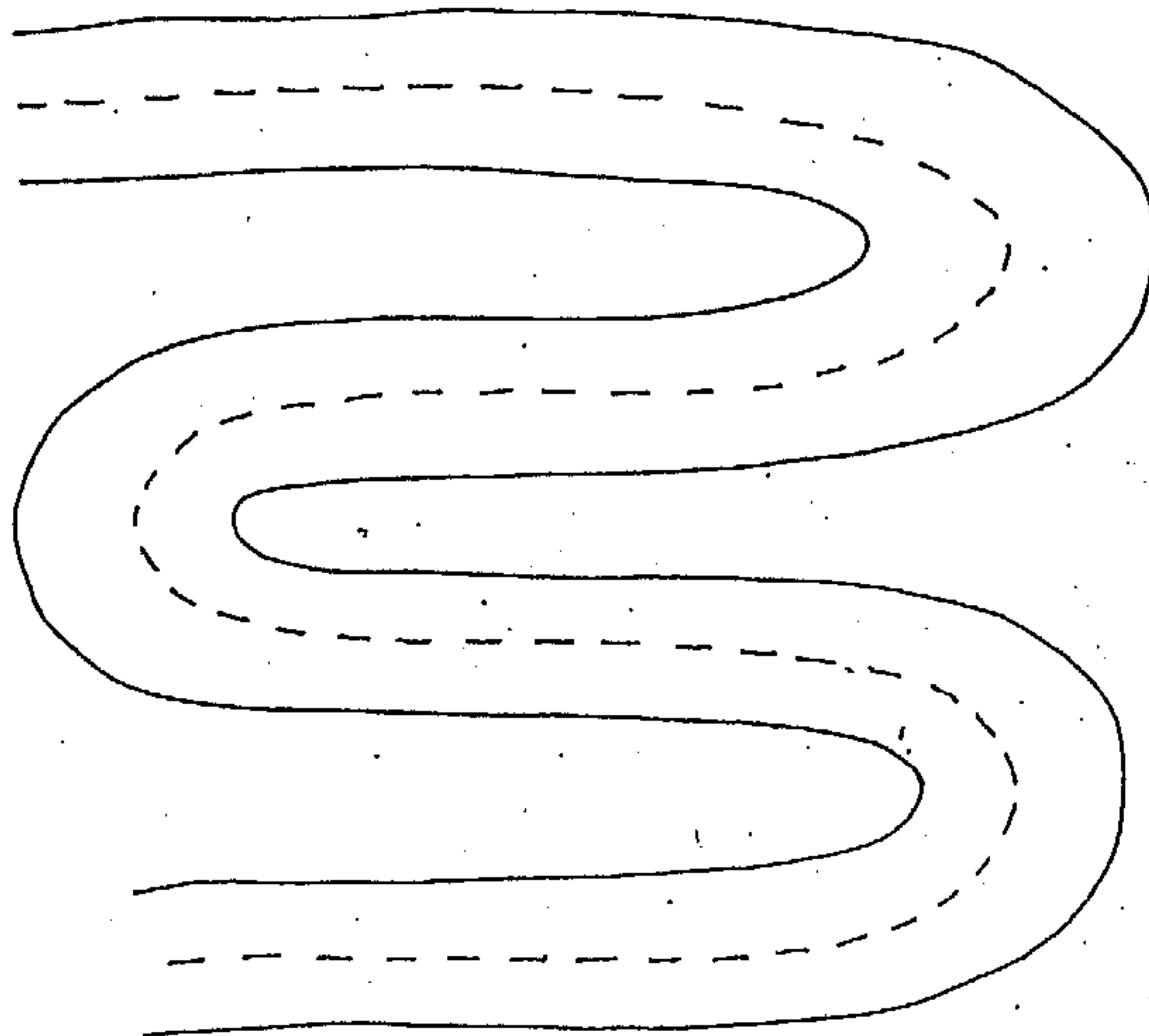
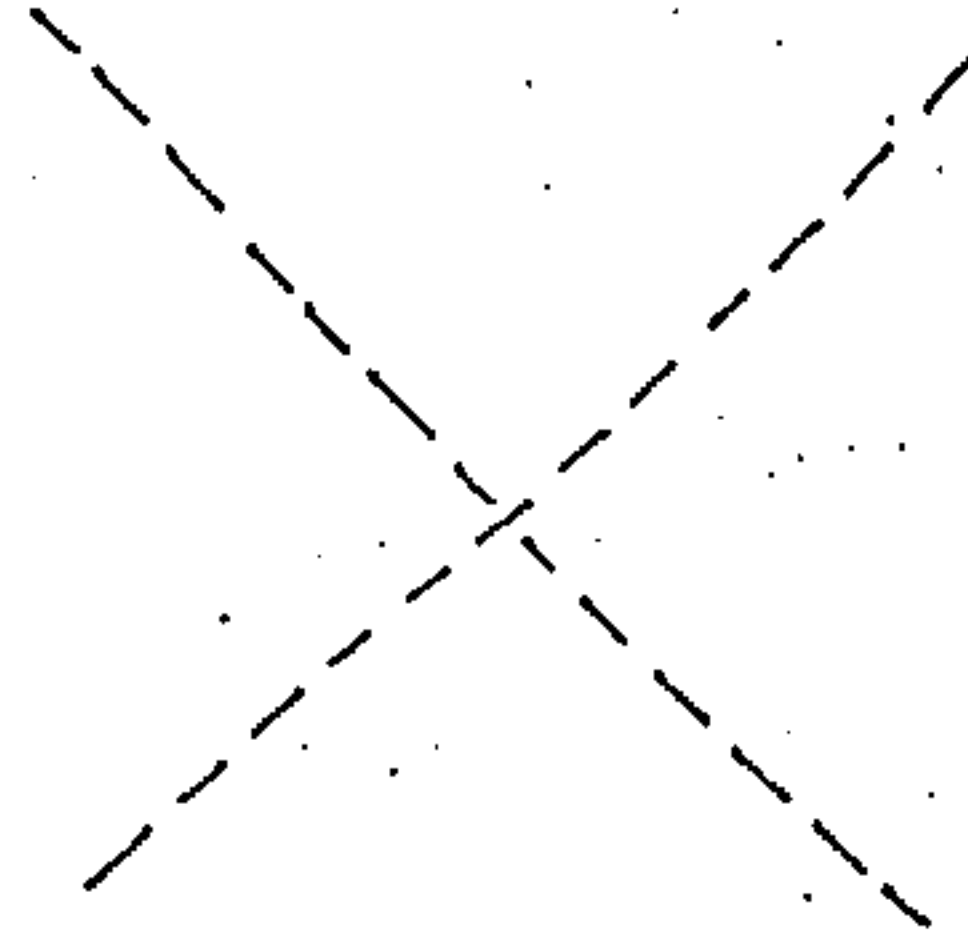
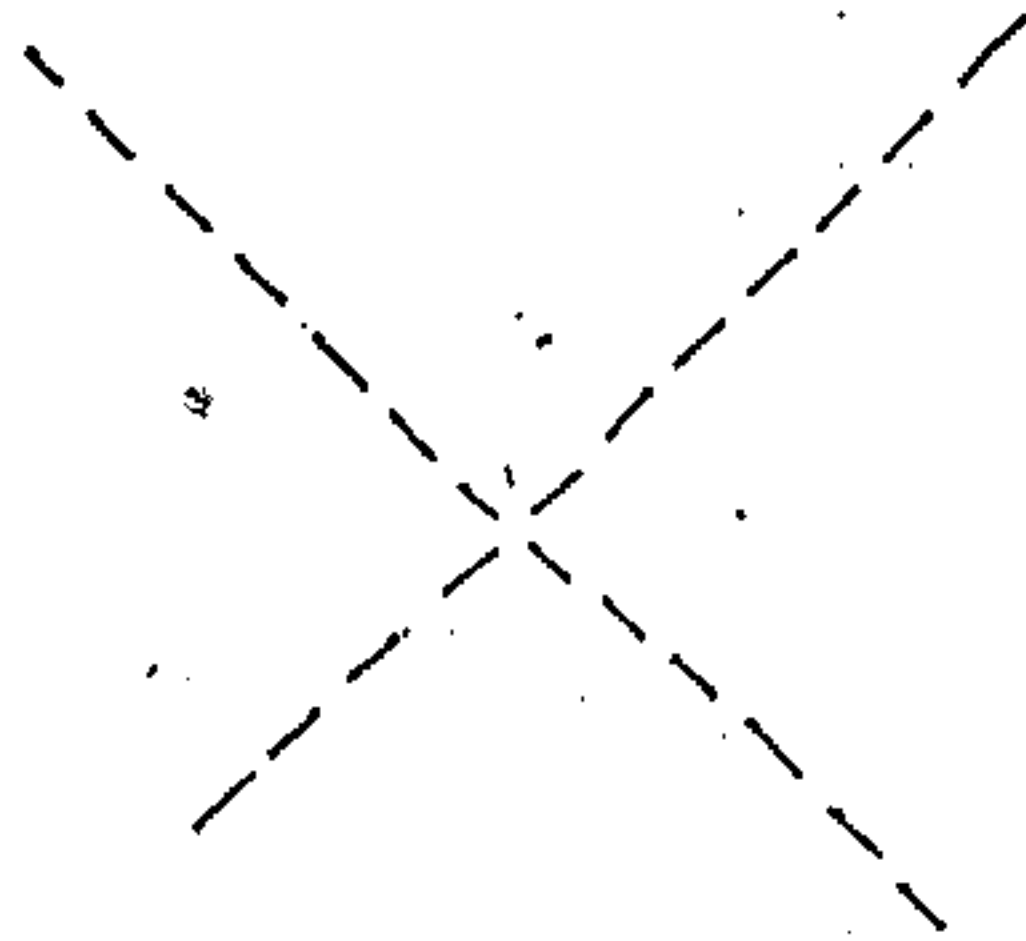
pencil control exercise



Worksheet

Level: Nursery
Week: 1

Term: 1
Day: 3



Lesson Plan

Writing (Pattern tracing)

Level: Nursery
Term: 1
Week: 1
Day: 4

1. **Objectives:** The children will be able to:
- Develop their attention span
 - Develop hand control and pencil grip (Indirect preparation for writing)
-

5. **Procedure:**

Task: Pattern tracing on vertical and horizontal lines

Preparation:

Teach them that they are going to trace on the given dotted lines.

Follow up:

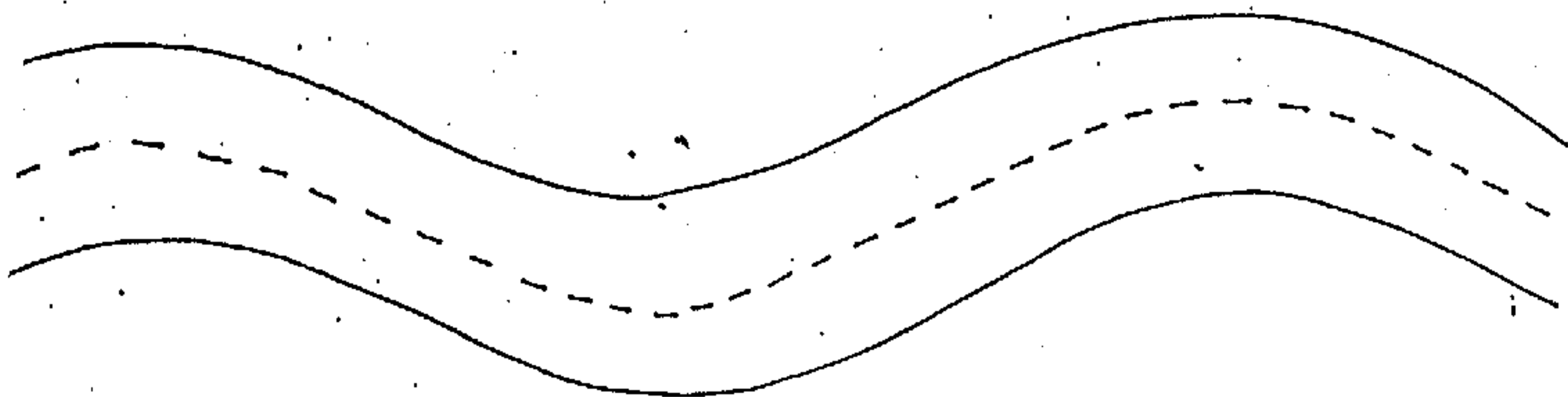
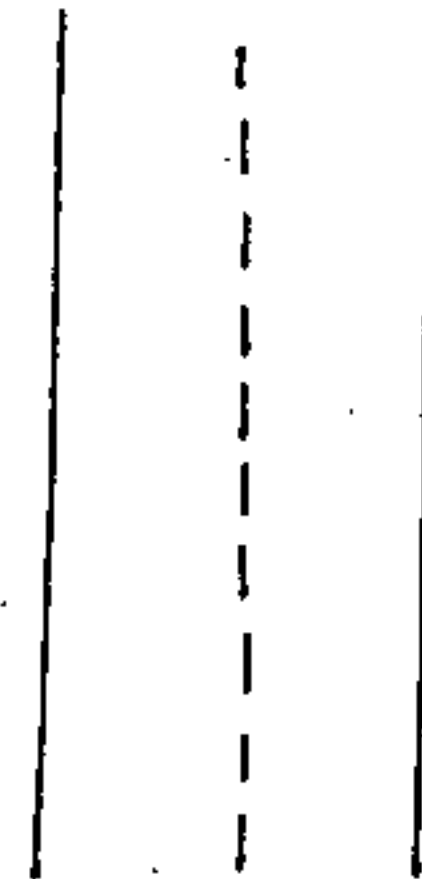
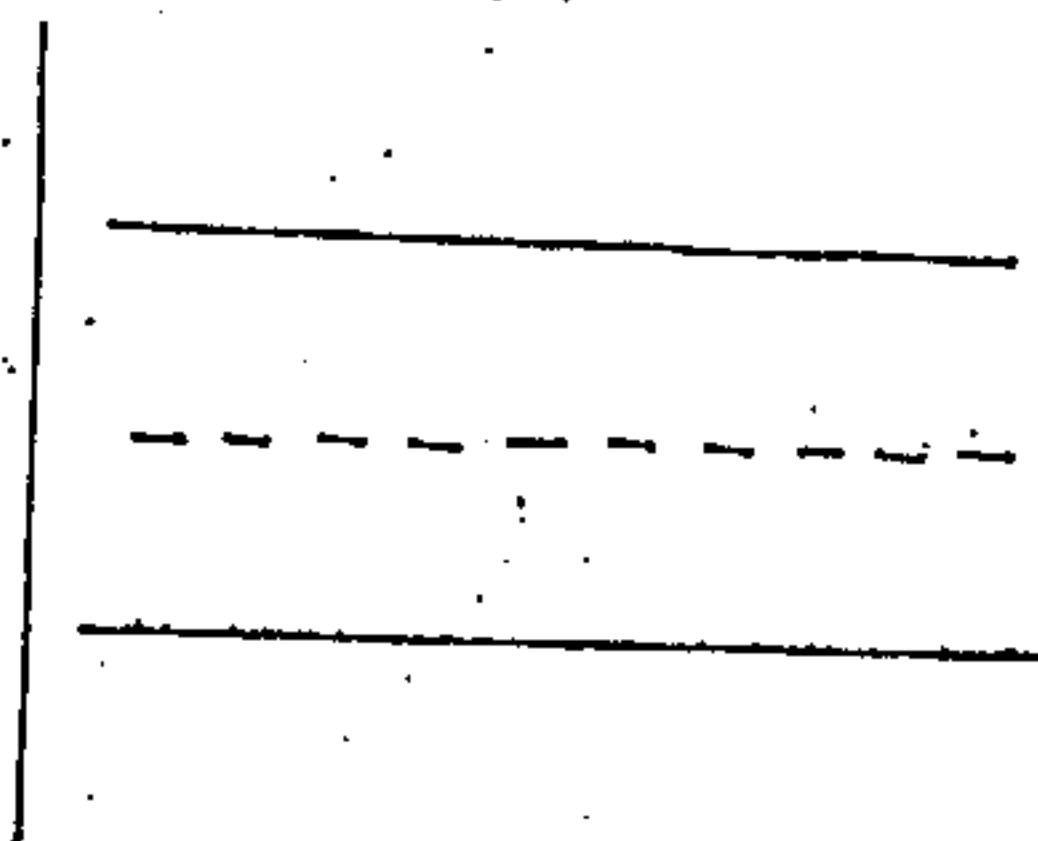
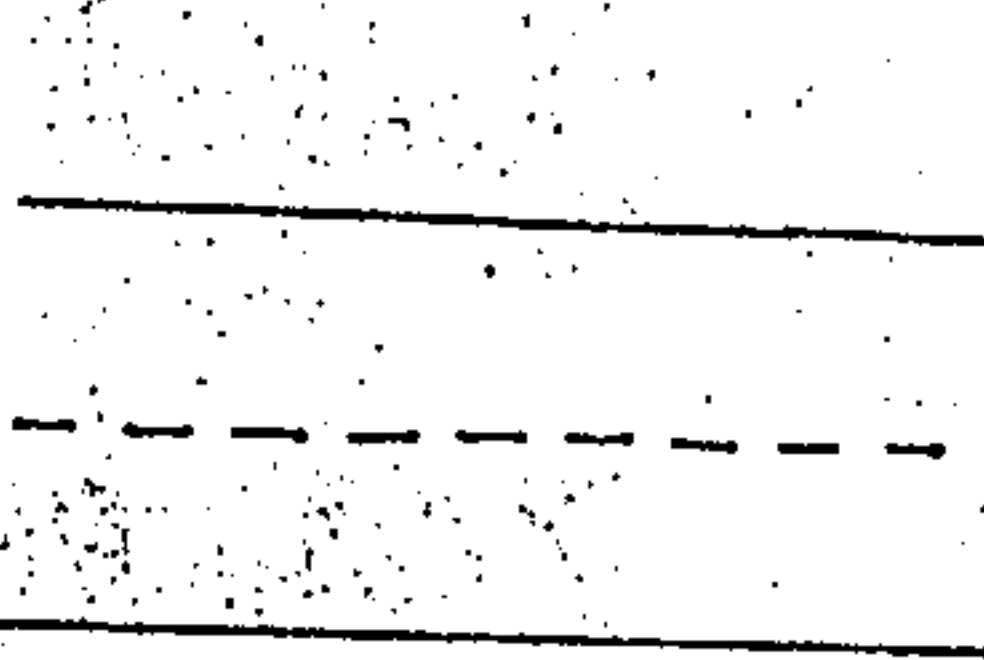
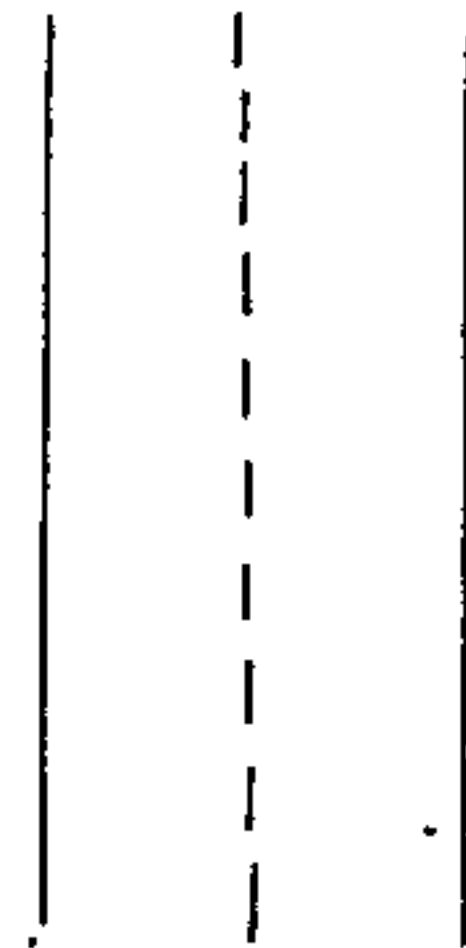
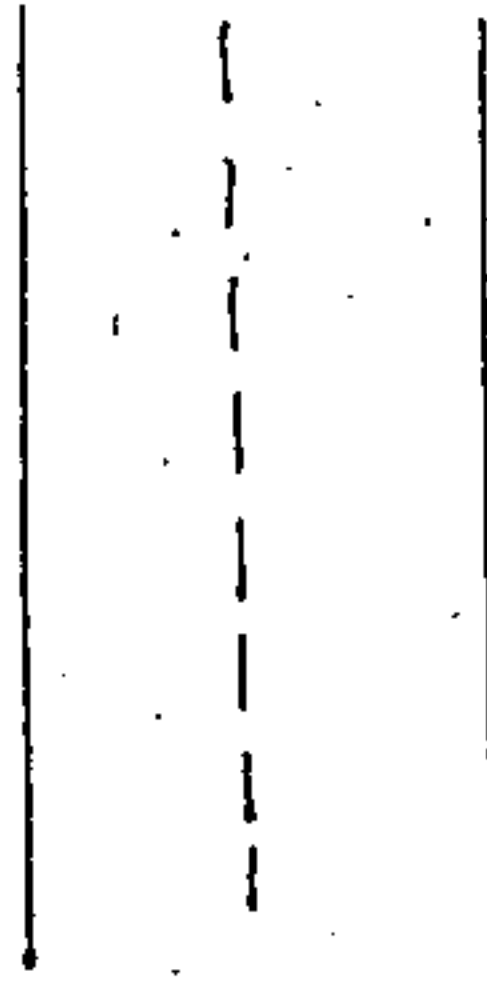
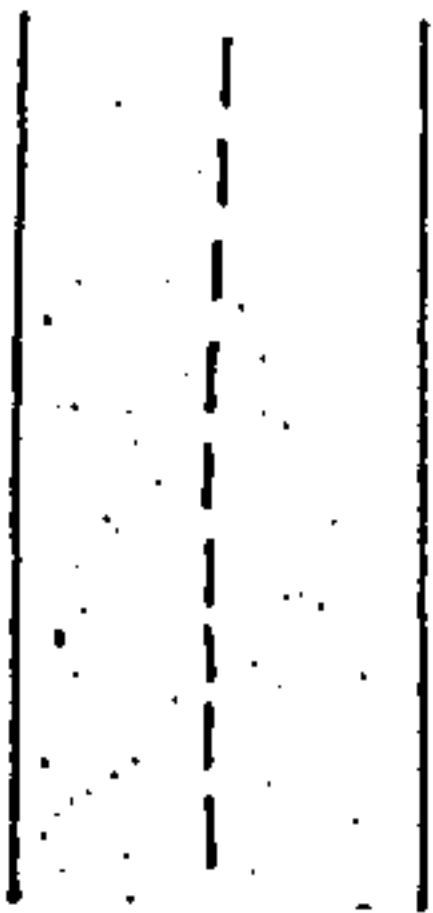
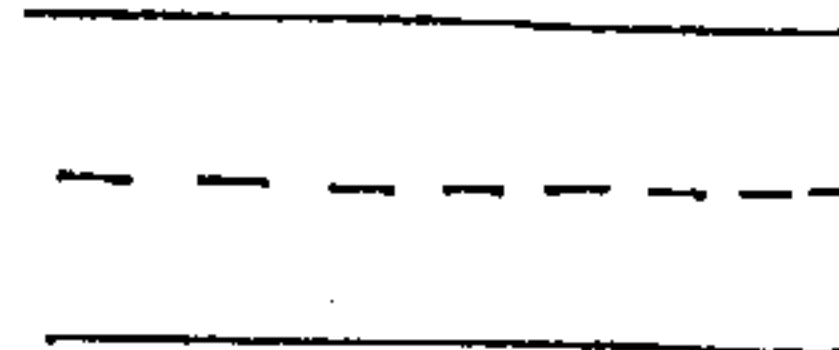
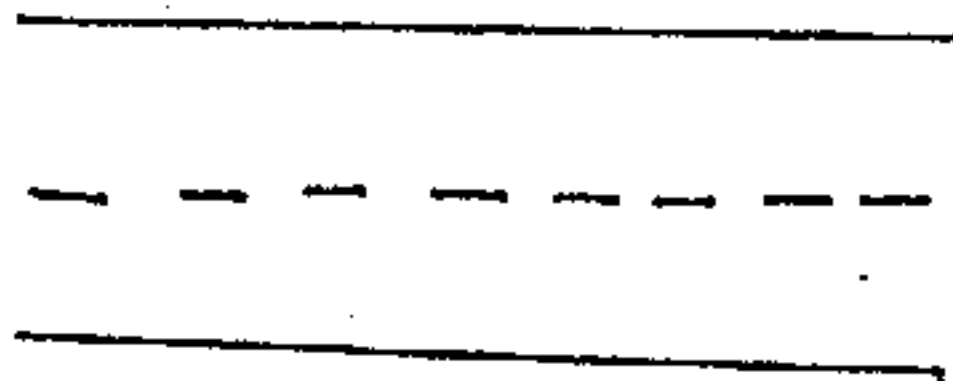
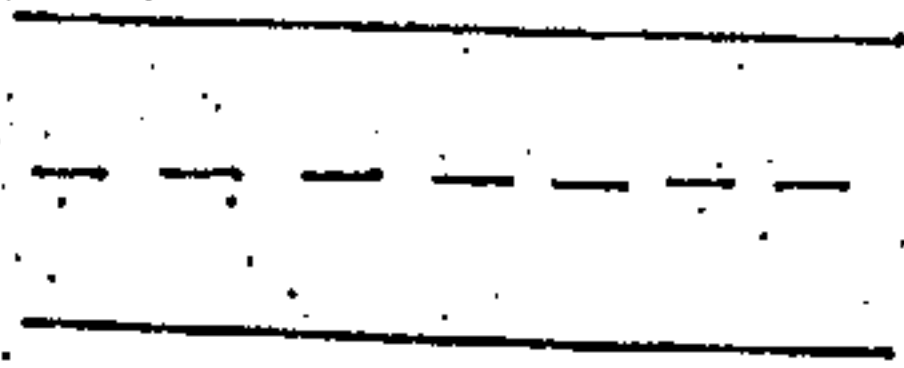
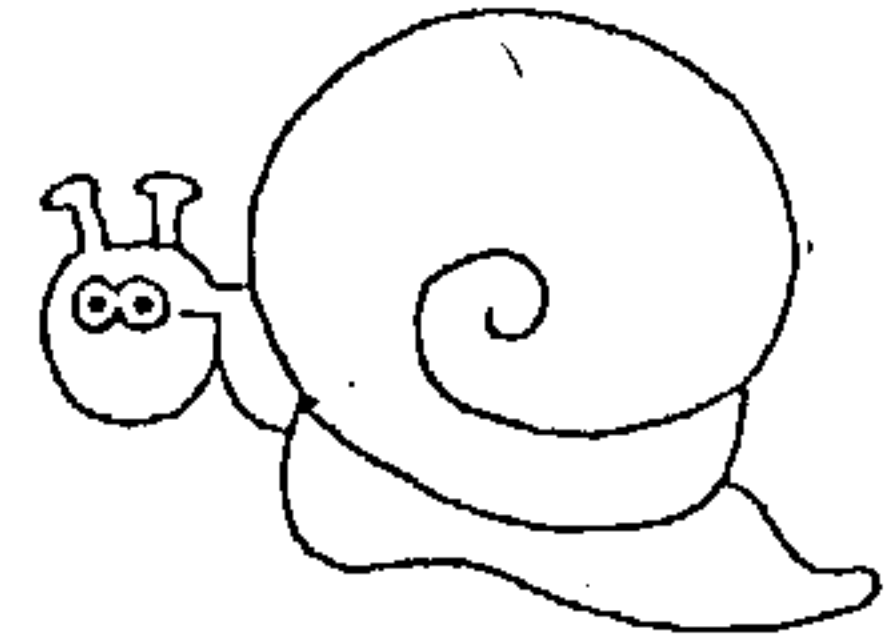
Work sheet

Worksheet

Level: Nursery
Week: 1

Term: 1
Day: 4

Pre-writing Patterns :

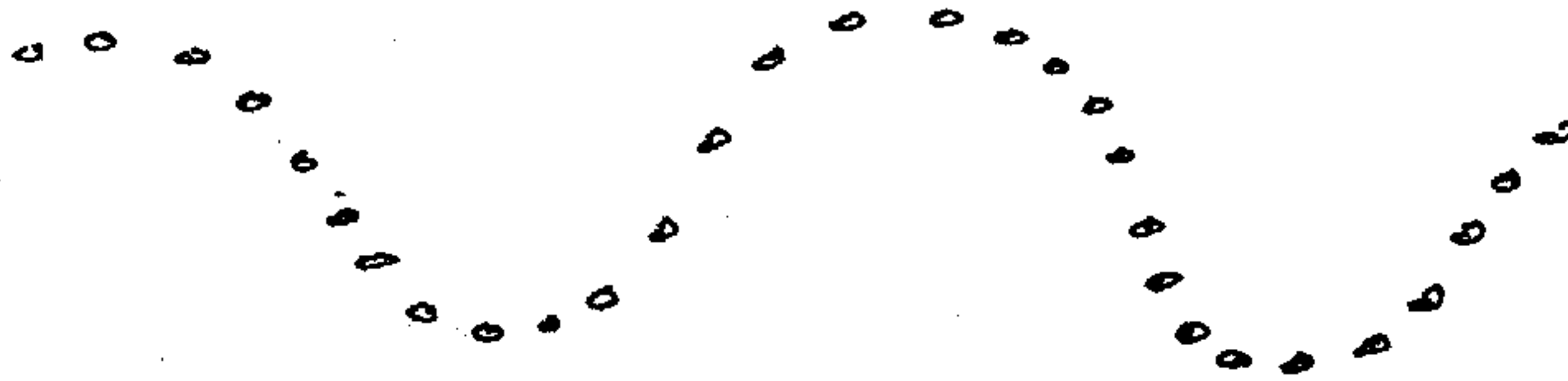
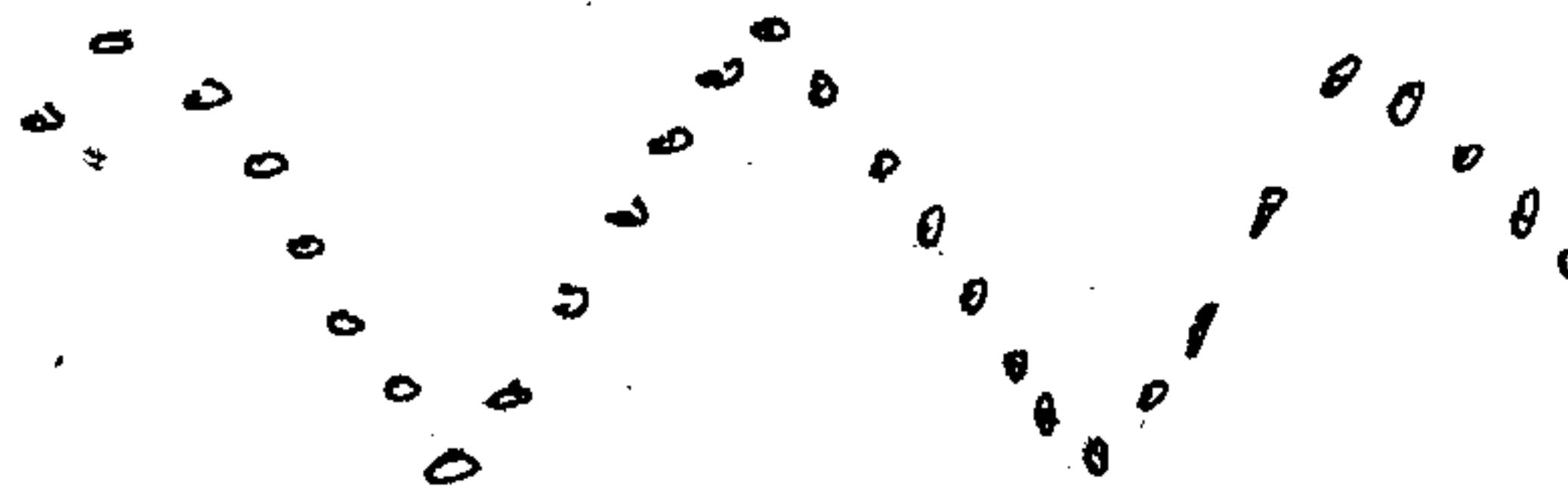
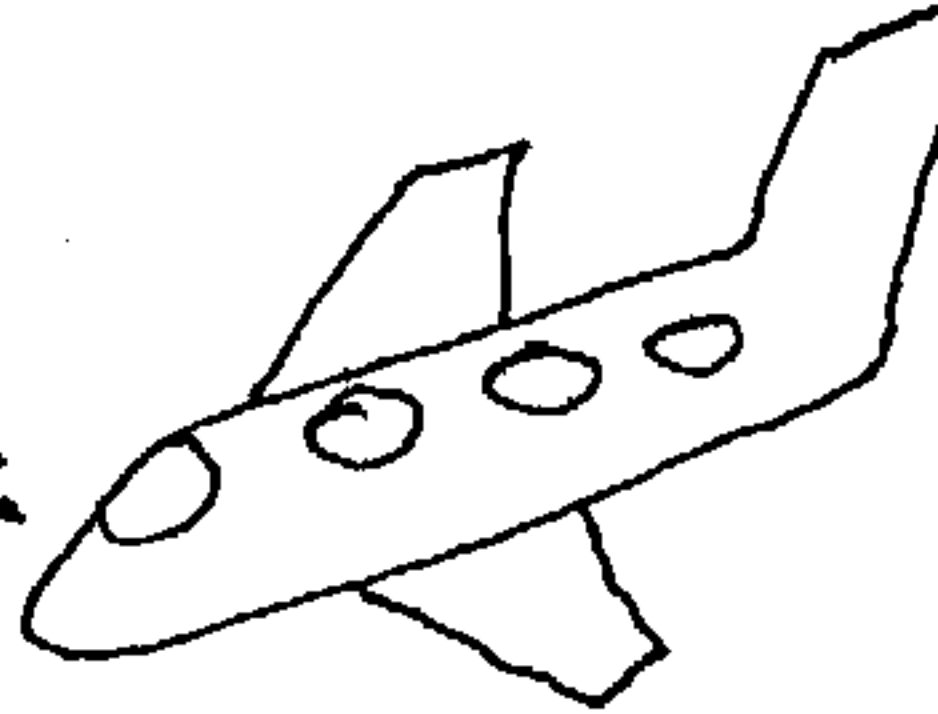
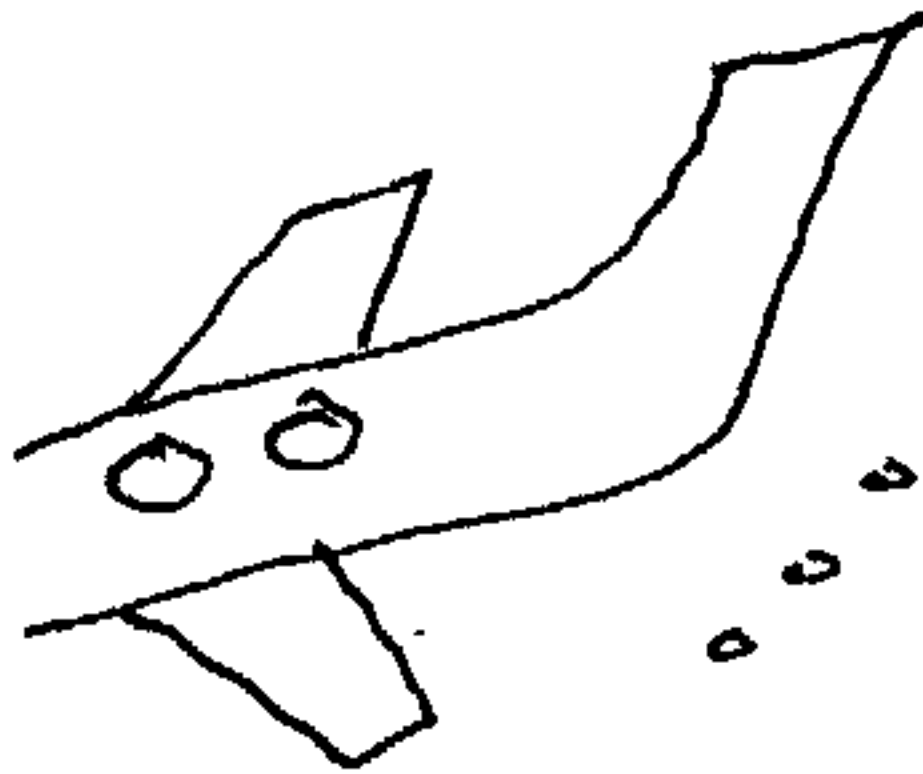


Worksheet

Level: Nursery
Week: 1

Term: 1
Day: 4

join the dots and colour

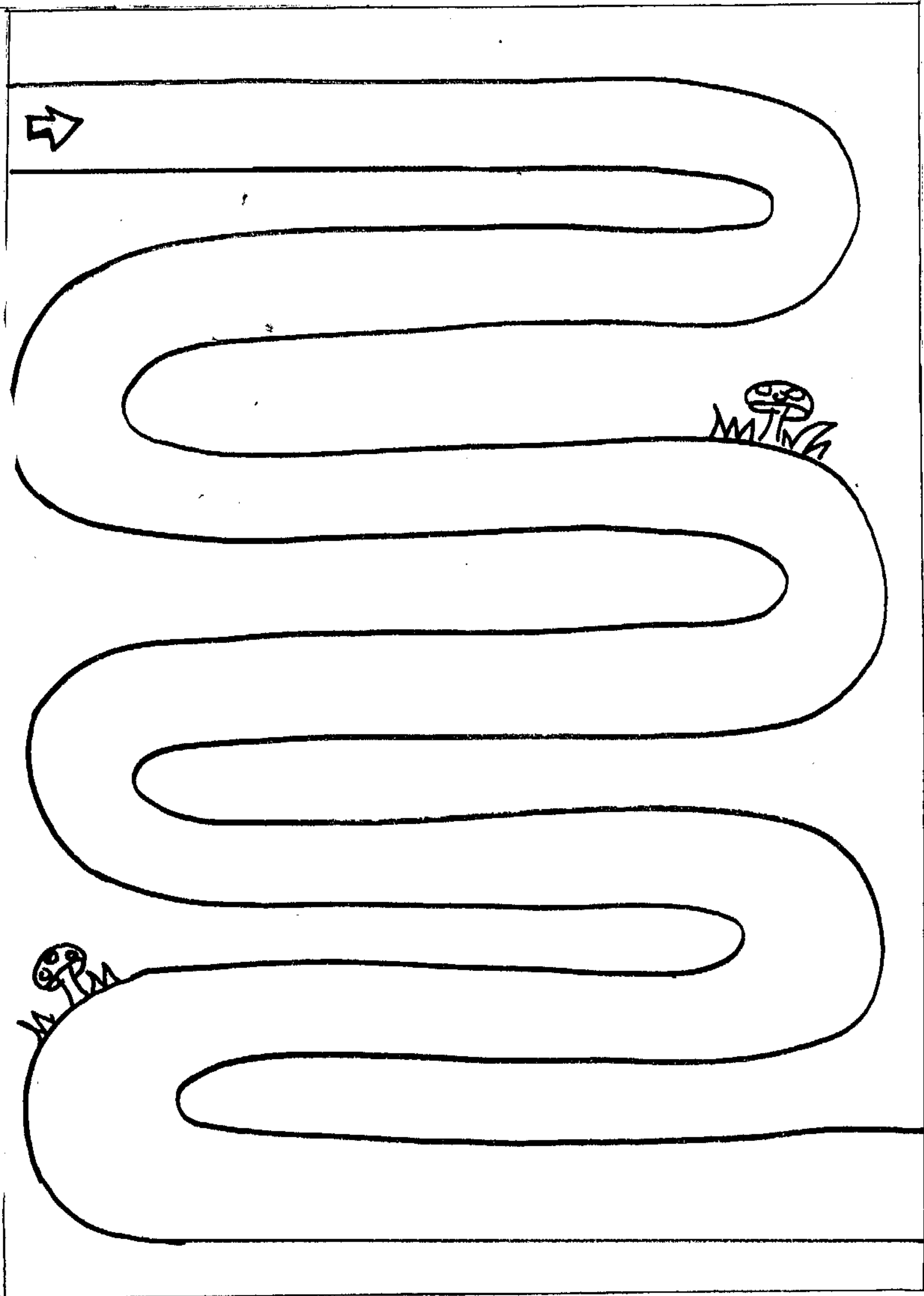


Worksheet

Level: Nursery
Week: 1

Term: 1
Day: 4

draw a line from the arrow to the dead end,
try to make it very smooth.



Lesson Plan

Reading

Level: Nursery
Term: 1
Week: 1
Day: 5

1. **Objective:** The children will be able to read the word Peter with correct pronunciation
 2. **Skills:** Reading aloud
 3. **Topic:** Peter
 4. **Material:** Text page (Peter) work sheet
-

5. **Procedure:**

Task – A: Ask the following:

1. Do you know the name of the boy?
2. What is he wearing?
3. What is he holding in his hand?

Task – B: Reading aloud

1. Distribute text pages and write the word on the board
2. Read it aloud (Peter)
3. You read and the students follow you in a chorus

Task – C: Work sheet

- Distribute the work sheet and ask the children to colour in the picture

6. **Follow up:** Draw a picture of a boy holding a ball in his hand

Peter



new word

Peter

Worksheet

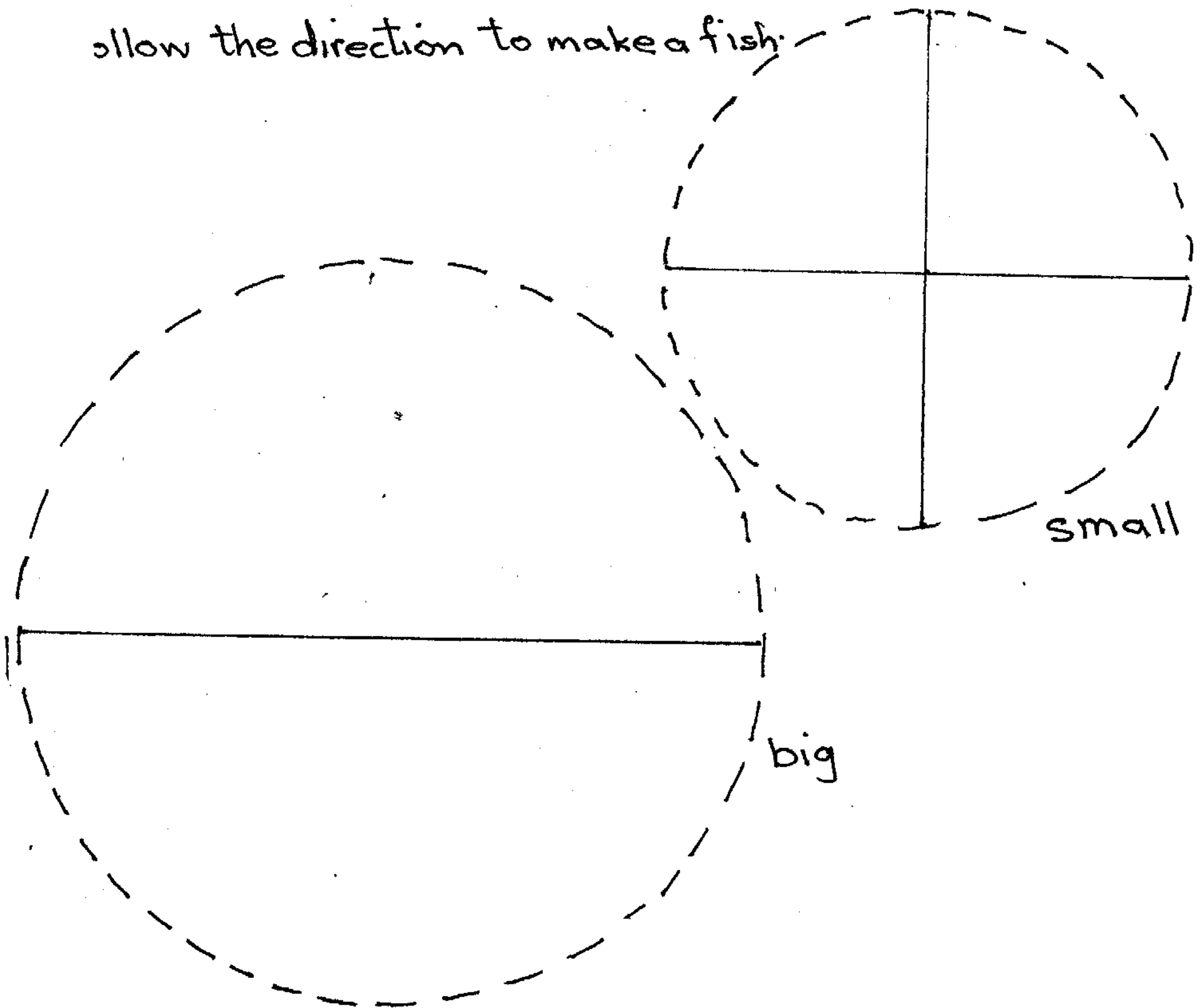
Level: Nursery
Week: 1

Term: 1
Day: 6

Reinforcement
of concept.

Art and craft.

Follow the direction to make a fish.



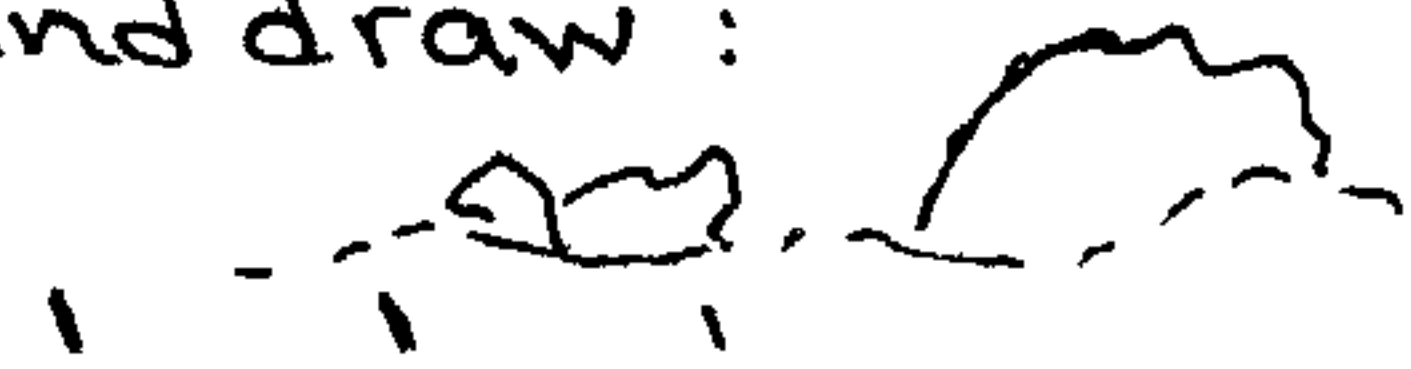
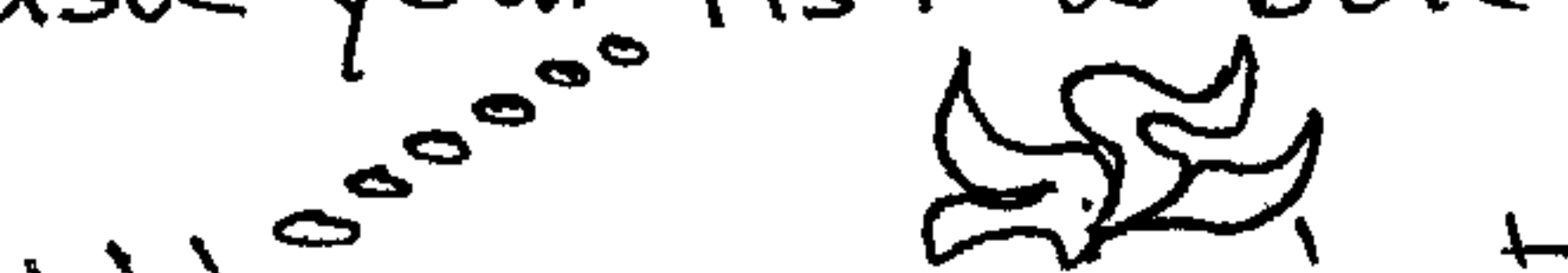
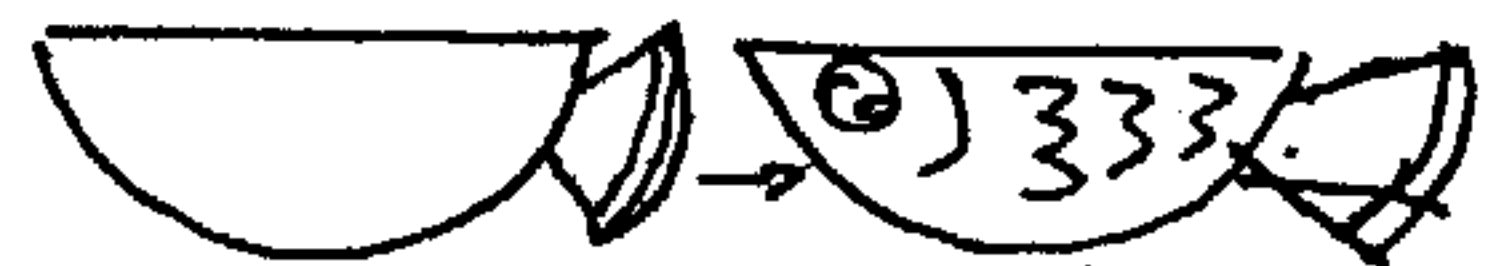
Colour the circles in any way you like

Cut on the lines Fold on the _____ lines

Paste the tail to the body

Add an eye, mouth, gills and
scales

Paste your fish to blue paper and draw :



Lesson Plan

Level: Nursery

Term: 1

Week: 2

Communication	Reading	Writing	Assessment
General conversation things in the class room Picture talk to give a variety of words and enrich their vocabulary To help them express themselves and settle in the environment Introduction of c.l.o. Activity: Pasting, painting and coloring	- Text Jane . - Song ‘Walking through the jungle’	- Letter formation of c.l.o. - Tracing in between the double line	- Worksheet - Match and join

Things in the environment:

It contains objects, which the child sees around him both indoors and outdoors e.g.

Indoor: Chair, table, fan, door, window etc.

Outdoor: Trees, flowers, swimming, slide etc

Task B: Fun Activity**Vocabulary Basket:**

The vocabulary basket contains miniature objects e.g. airplane, book, ball, pencil, candle, purse, a toy train etc.

Names of things are taught by correct pronunciation. Objects are taken out one by one from the basket and shown to children. First children can be asked the name the objects and then the teacher tells them the name.

Worksheet

Level: Nur
Week: 2

Term: 1
Day: 1

Fun Activity

colouring and pasting

Lesson Plan

Reading

Level: Nursery
Term: 1
Week: 2
Day: 3

1. **Objectives:** The children will be able to identify and discuss character e.g. appearance etc.
 2. **Skills:** Reading aloud.
 3. **Topic:** Jane
 4. **Material:** Text page (Jane) Worksheet.
-

5. **Procedure:**

a. **Ask the following**

1. Is this a Picture of a girl or a boy?
2. Can you guess the name of the girl?
3. What is she wearing (clothes.....)?
4. Have you ever seen these kind of shoes which Jane is wearing?

b. **Reading aloud**

Distribute the text pages and write the names on the board and talk about the pictures.

Read the Text aloud.

You read and the students follow you in a chorus.

c. **Worksheet**

Task 1: Colour the Picture

Follow up. Draw a picture of a girl.

Jane



new word

Jane

Lesson Plan

Writing & Introduction to letter c

Level: Nursery

Term: 1

Week: 2

Day: 4

1. **Objectives:** The children will be able to:
 - Name the objects beginning with the letter c.
 - Indirect preparation for reading and writing.
 2. **Function:**
 - Tracing in the letter c
 - Reading aloud the object beginnings with the letter c.
 3. **Activity:** Read and colour in the associated pictures.
 4. **Material:** Worksheet, Real or toy objects, Flash card, Sand tray & Sand Paper letter
-

5. **Procedure:**

Task A. Colouring in the associated pictures.

a. **Ask the followings.**

1. Do you know the names of two animals beginning with the letter c.
2. Which animal is cleaner cow or cat?
3. Which animal is useful for us? (gives us meat and milk.)

Task B. Tracing the letter c in the lines below with three different colour pencils.

Task C. Tracing of the letter c in the Sand and sand paper letter c.

Task D. Chanting of the poem "Walking through the jungle."

Worksheet

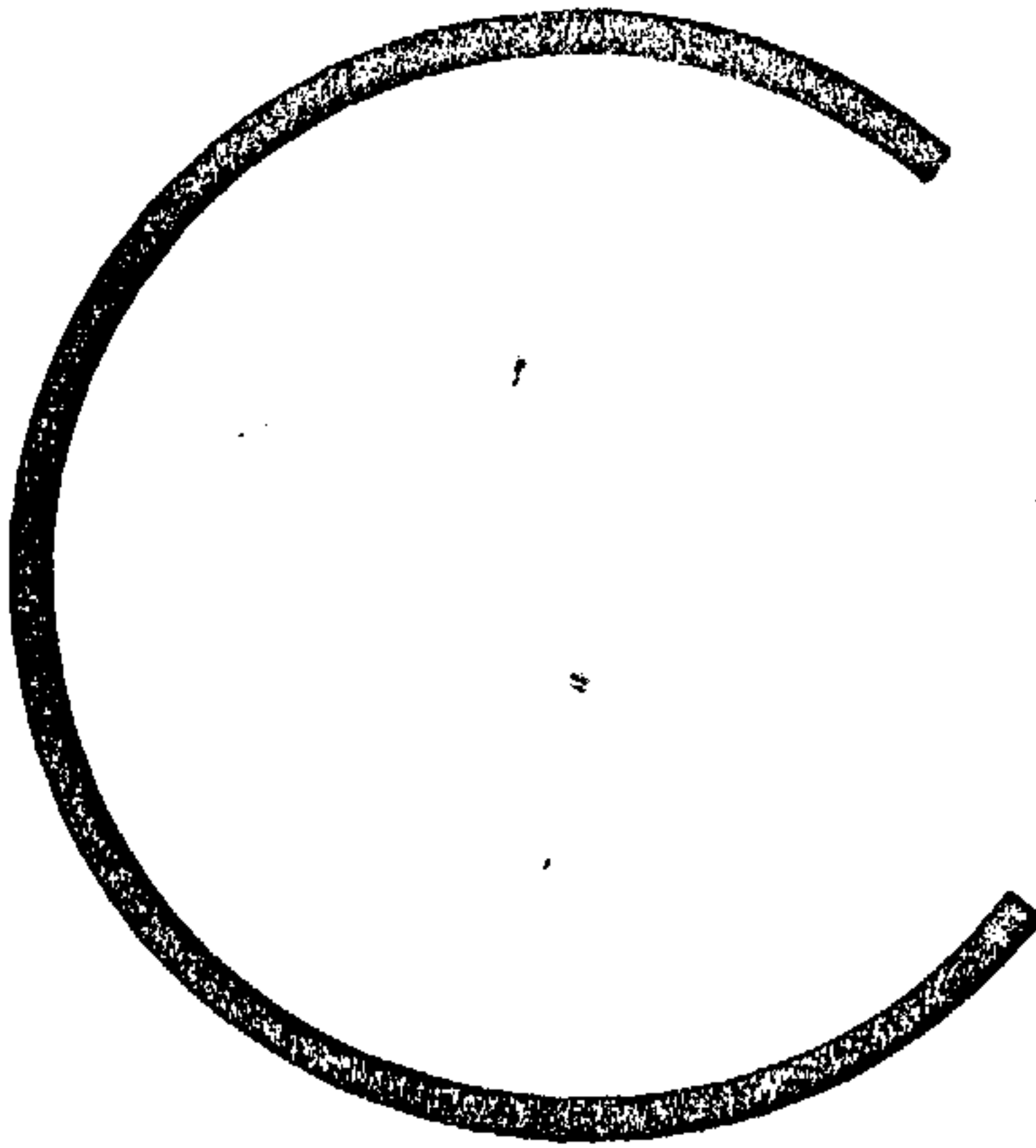
Level: Nursery
Week: 2

Term: 1
Day: 4

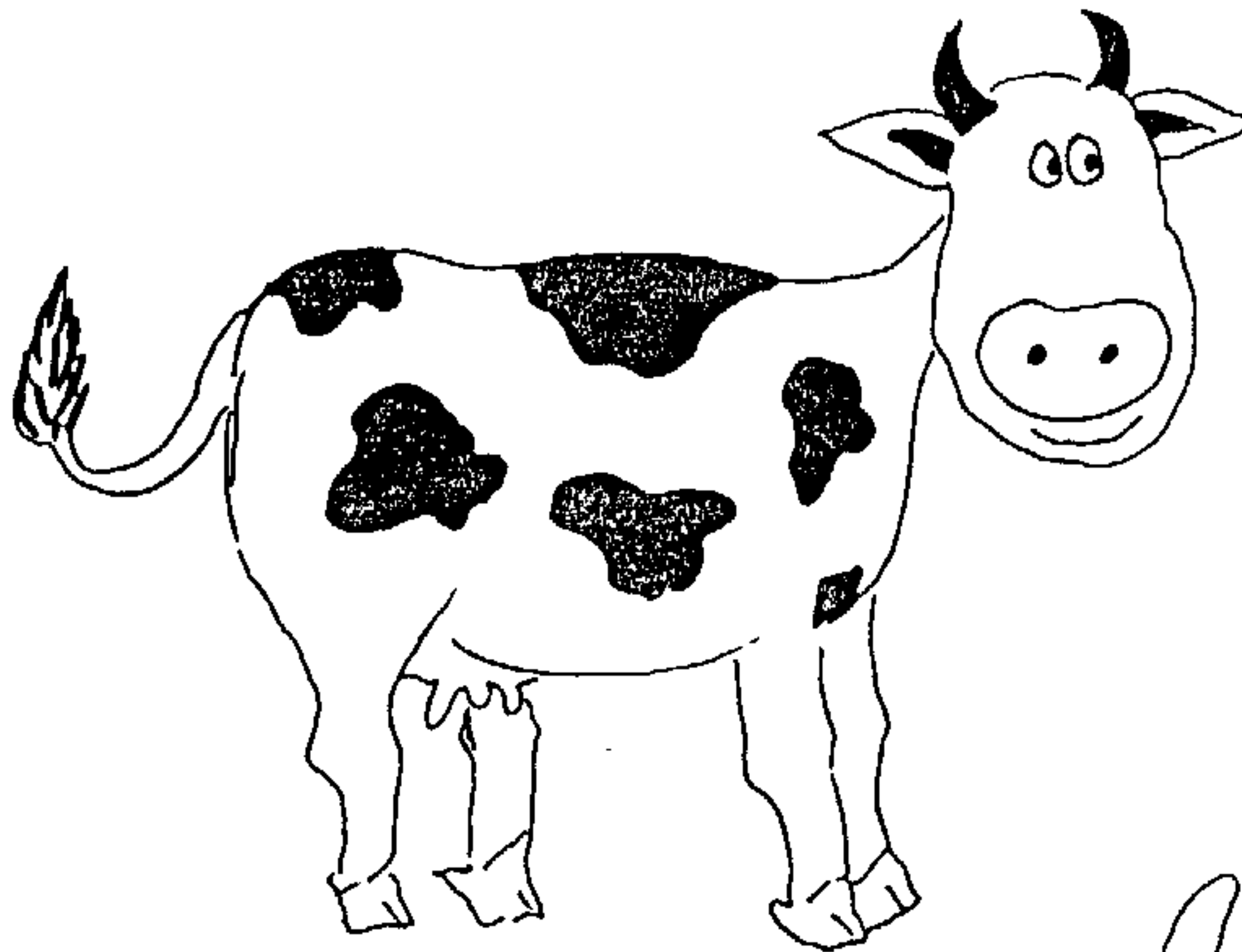
Date: _____

Day: _____

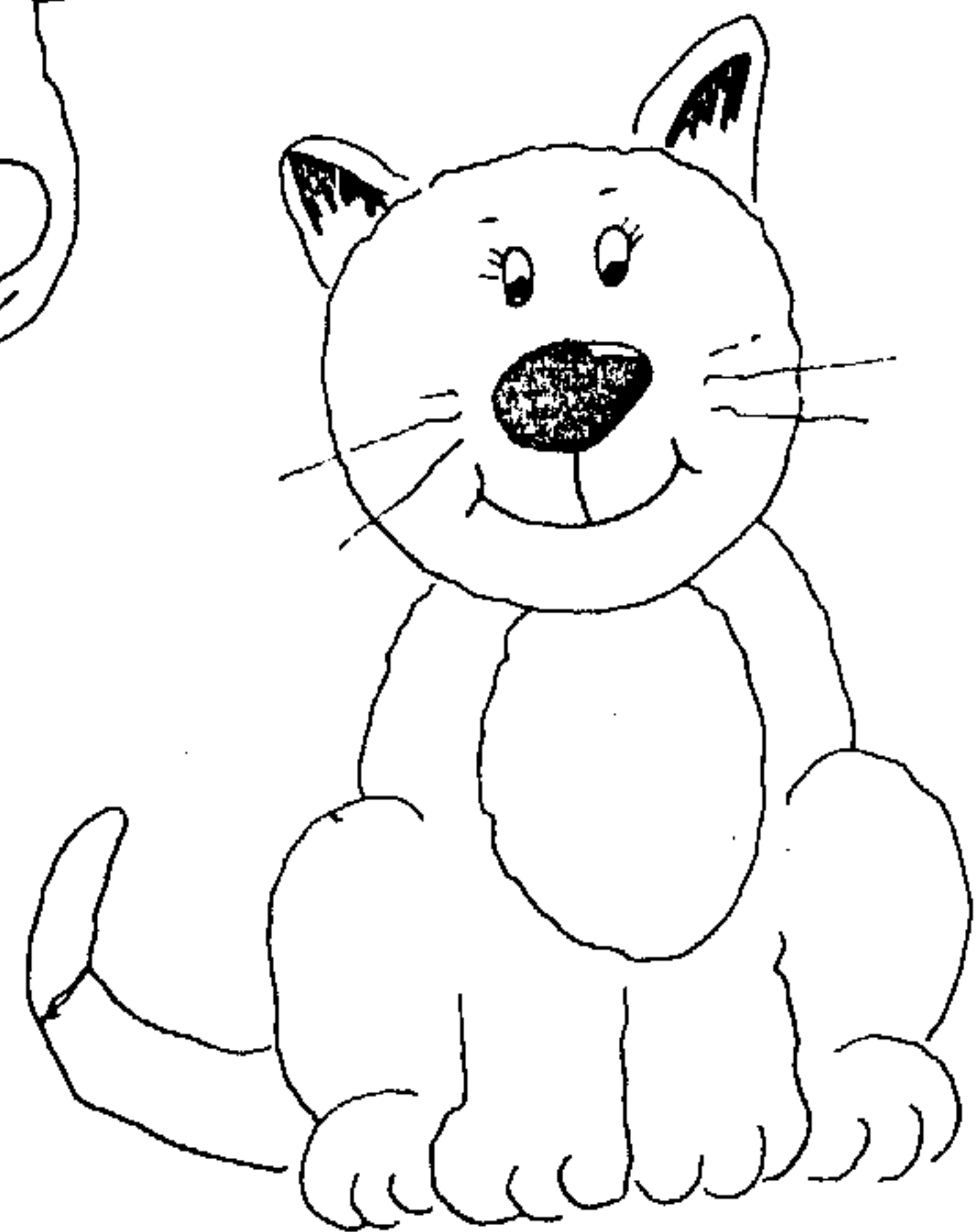
Introduction to the letter 'c'



cake



COW



cat

Worksheet

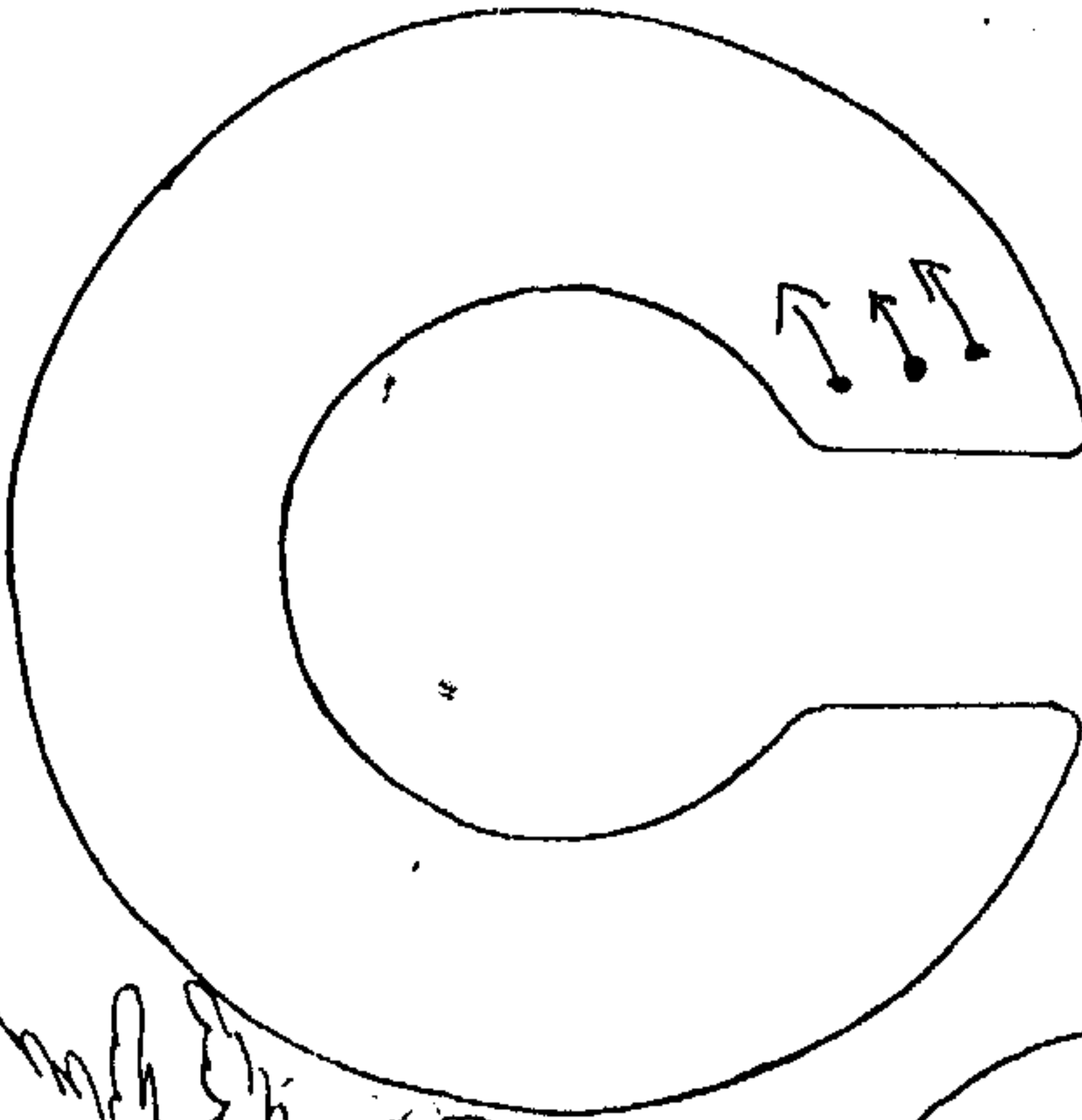
Level: Nursery
Week: 2

Term: 1
Day: 4

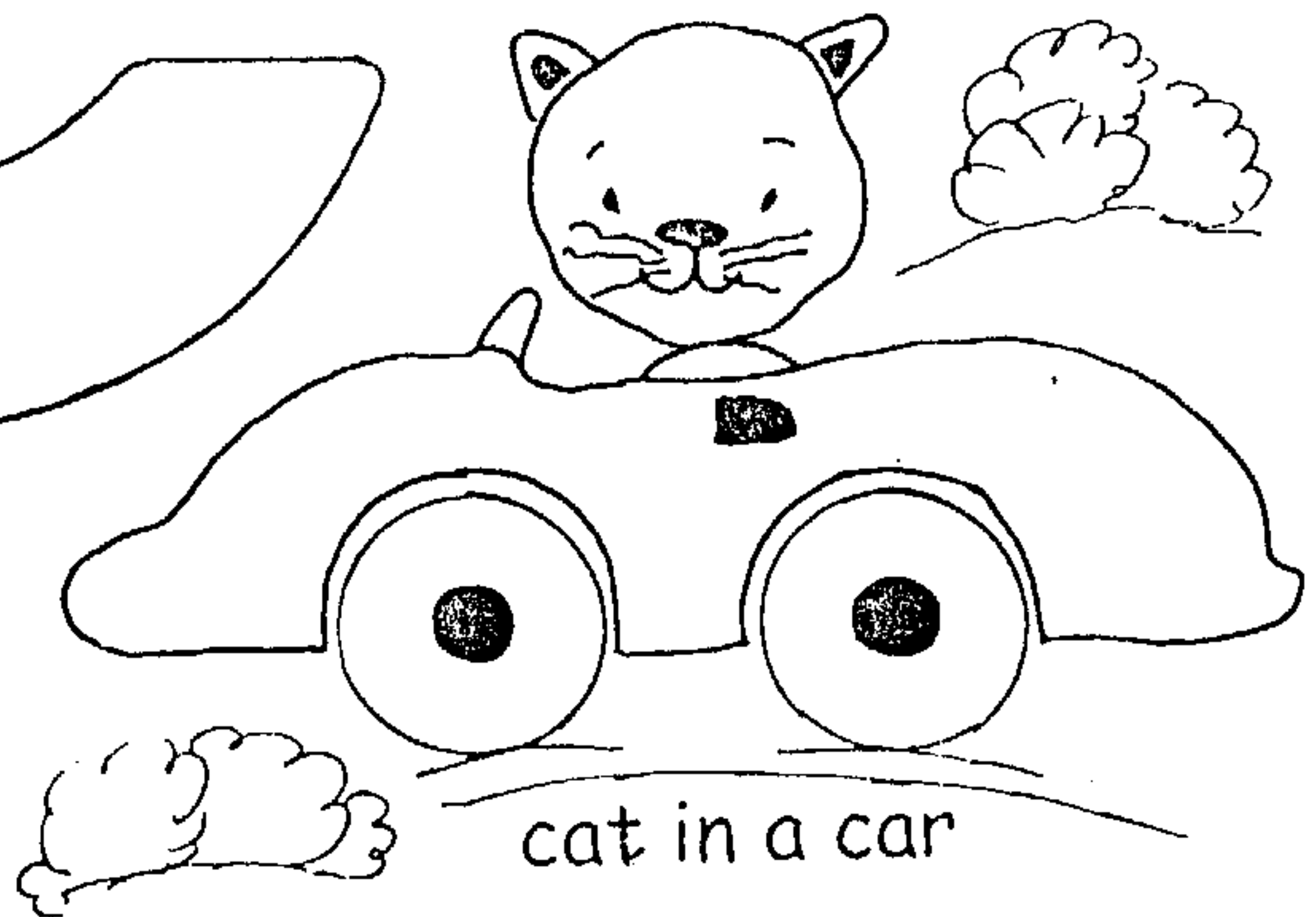
Date: _____

Day: _____

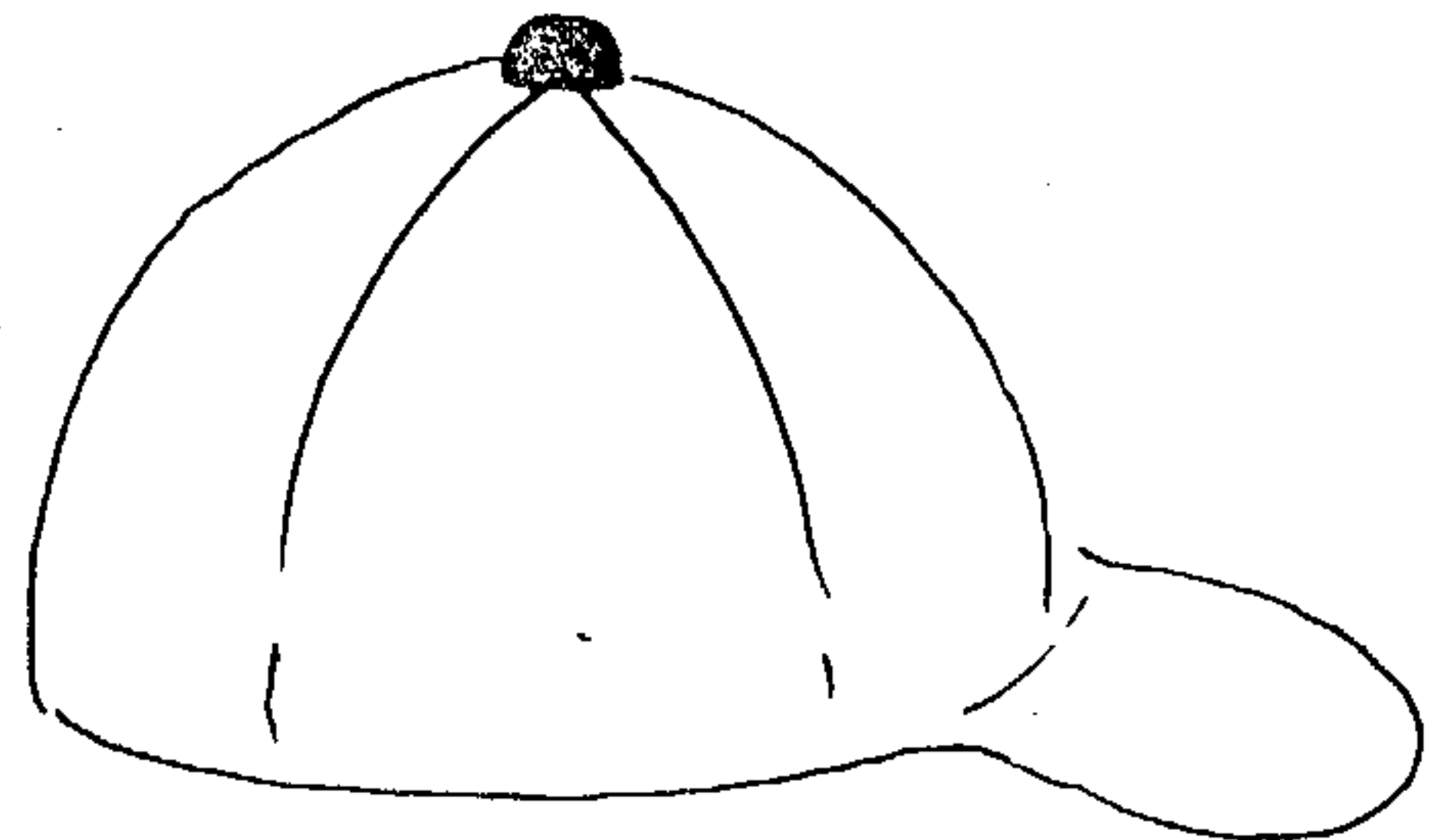
Trace and colour



carrot



cat in a car



cap

Worksheet

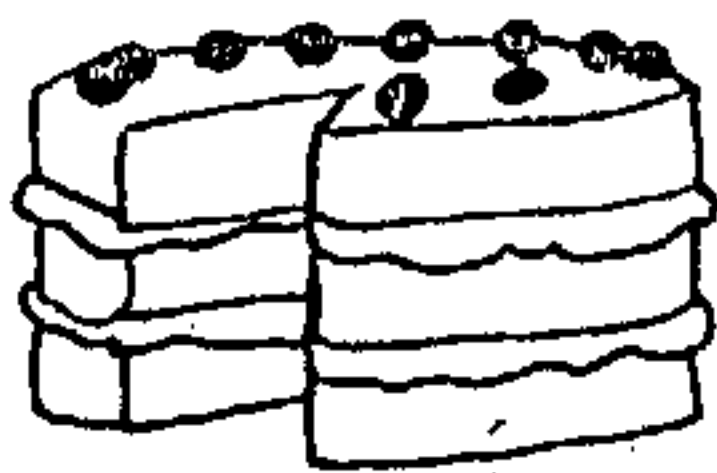
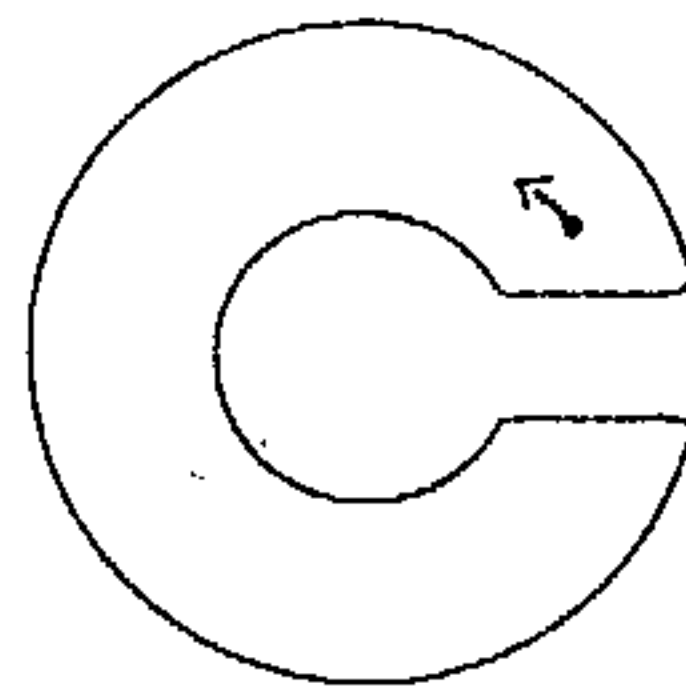
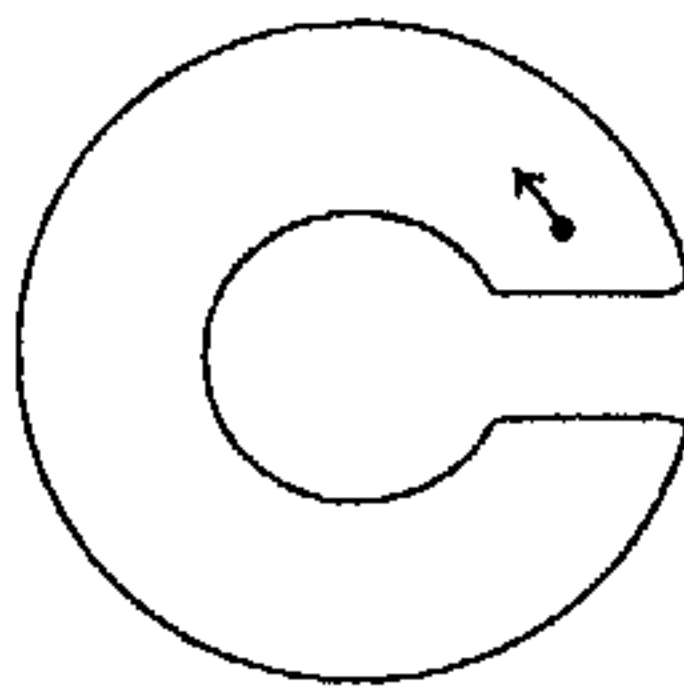
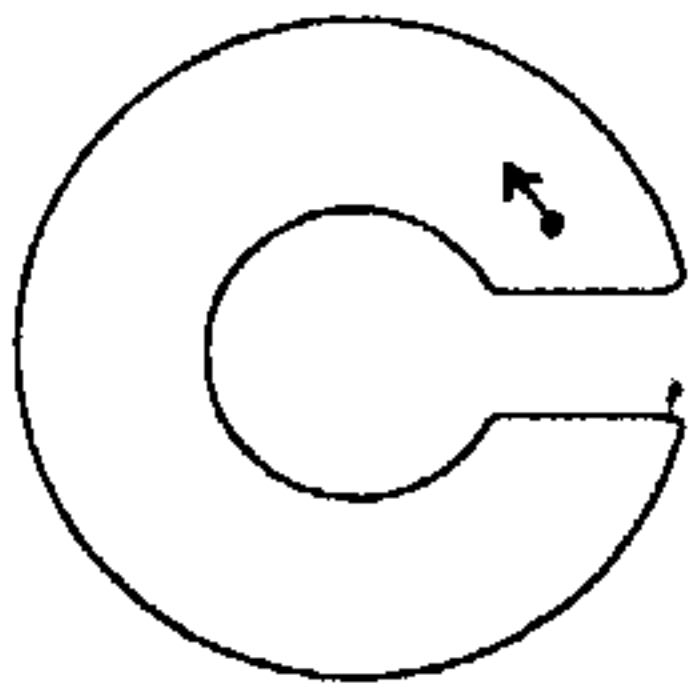
Level: Nursery
Week: 2

Term: 1
Day: 4

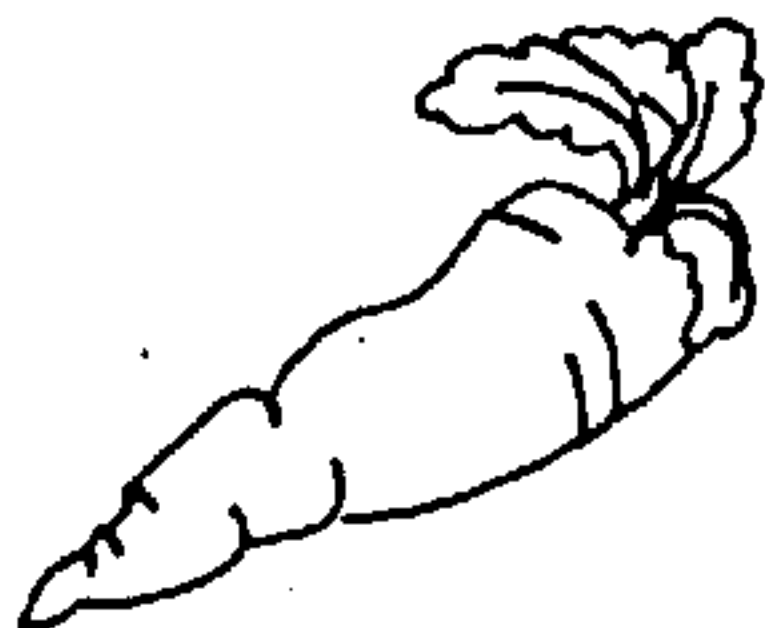
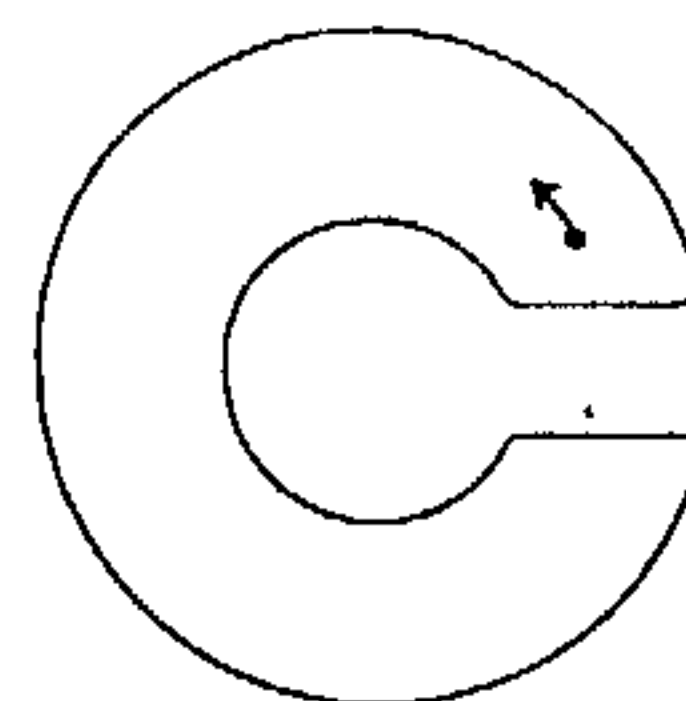
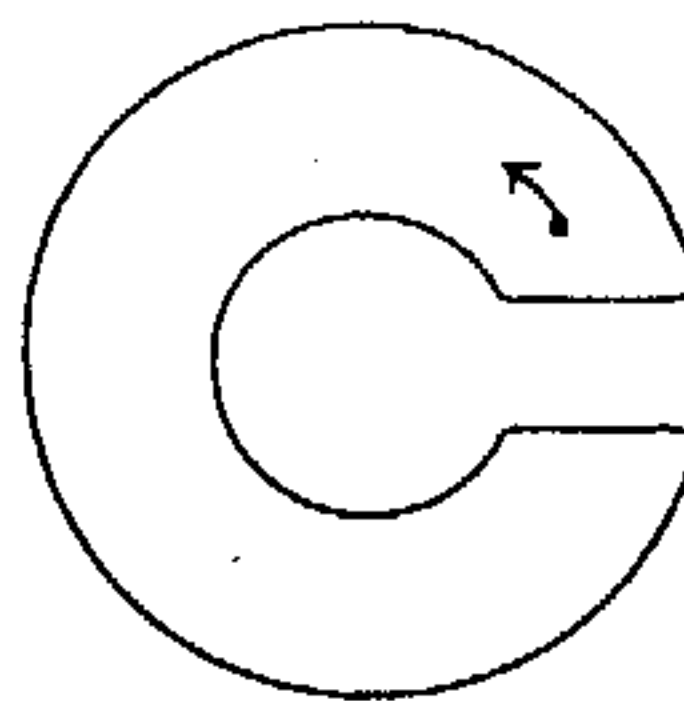
Date: _____

Day: _____

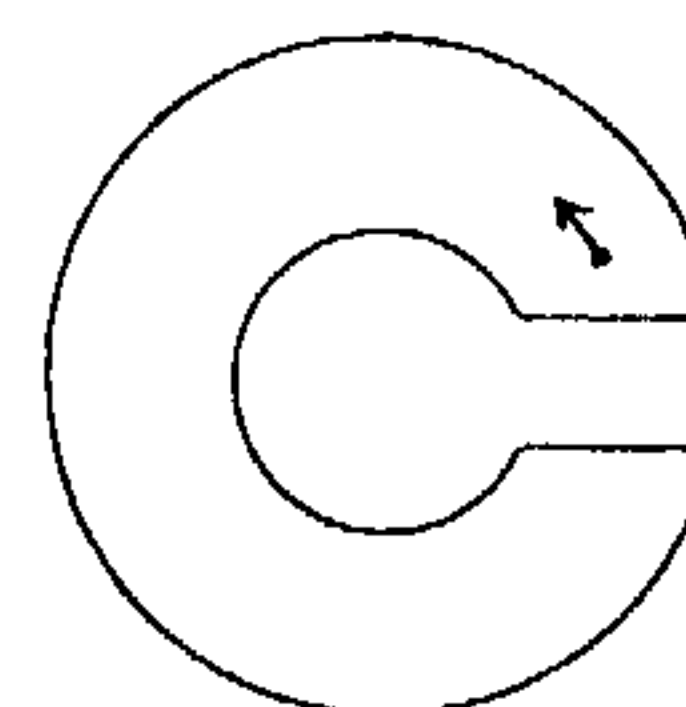
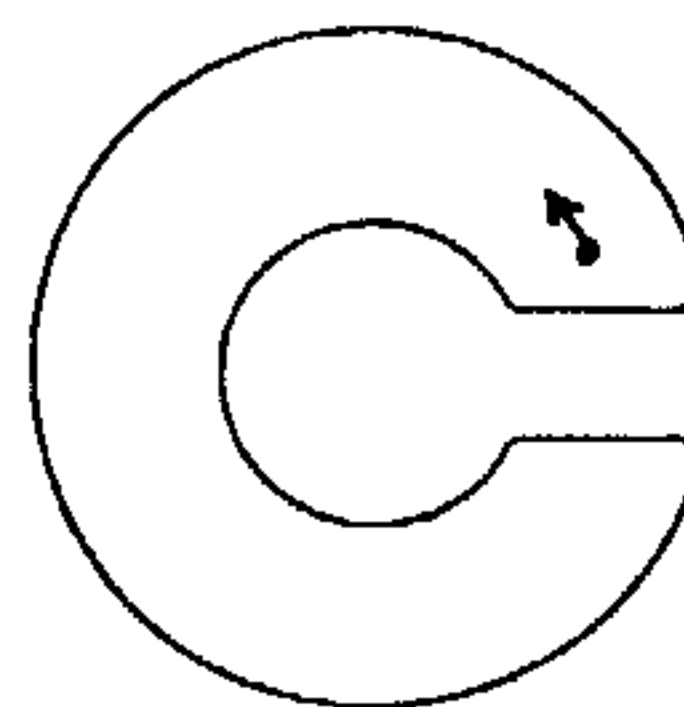
Write and colour



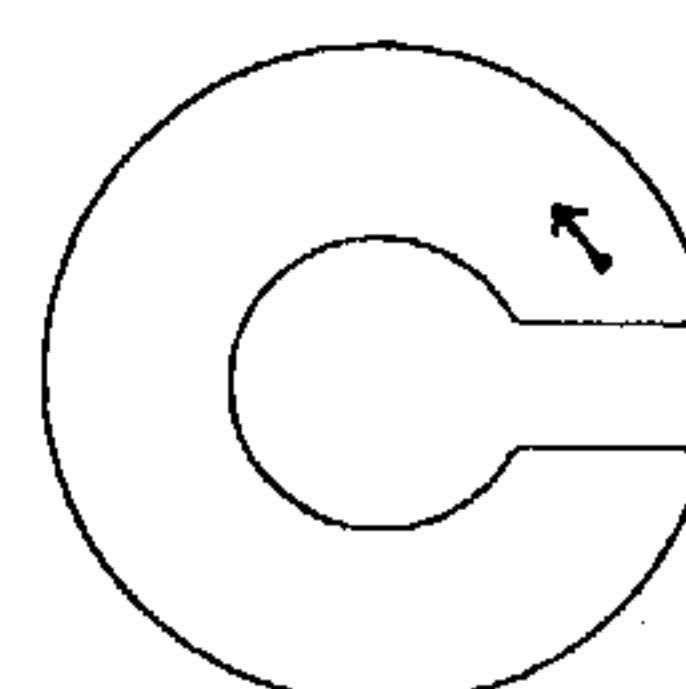
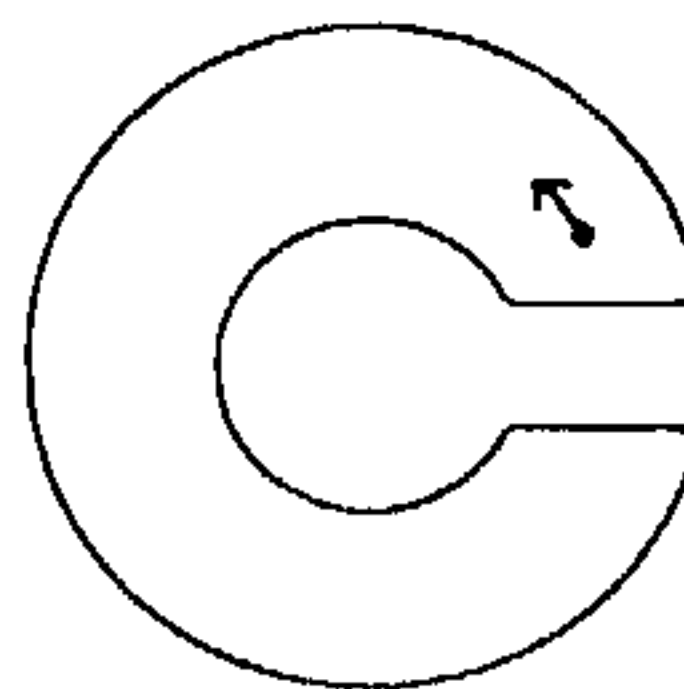
cake



carrot



car



Lesson Plan

Tracing & Colouring

Level: Nursery
Term: 1
Week: 2
Day: 5

1. **Objectives:** The children will be able to:
 - Name the things beginning with the letter l.
 - Indirect preparation for reading and writing.
 2. **Function:**
 - Tracing in the letter l.
 - Reading aloud the objects beginning with the letter l.
 3. **Activity:** Introduction of l and colours in the associated pictures.
 4. **Material:** Worksheet, Toy or real objects, Flash card, Sand tray & Sand Paper letter
-

5. **Procedure:**

Task A. Colouring in the associated pictures.

a. **Ask the following.**

- Can you name two things starting with the letter l
- Tell the names of two animals with the beginning sound l

Task B. Tracing in between the hollow letter l with three different colour pencils.

Task C. Tracing of sand paper letter l.
Tracing letter l with the correct formation in the sand tray.

Worksheet

Level: *Nursery*
Week: 2

Term: 1
Day: 5

DATE: _____

Page: _____

Introduction to letter 'l'



Worksheet

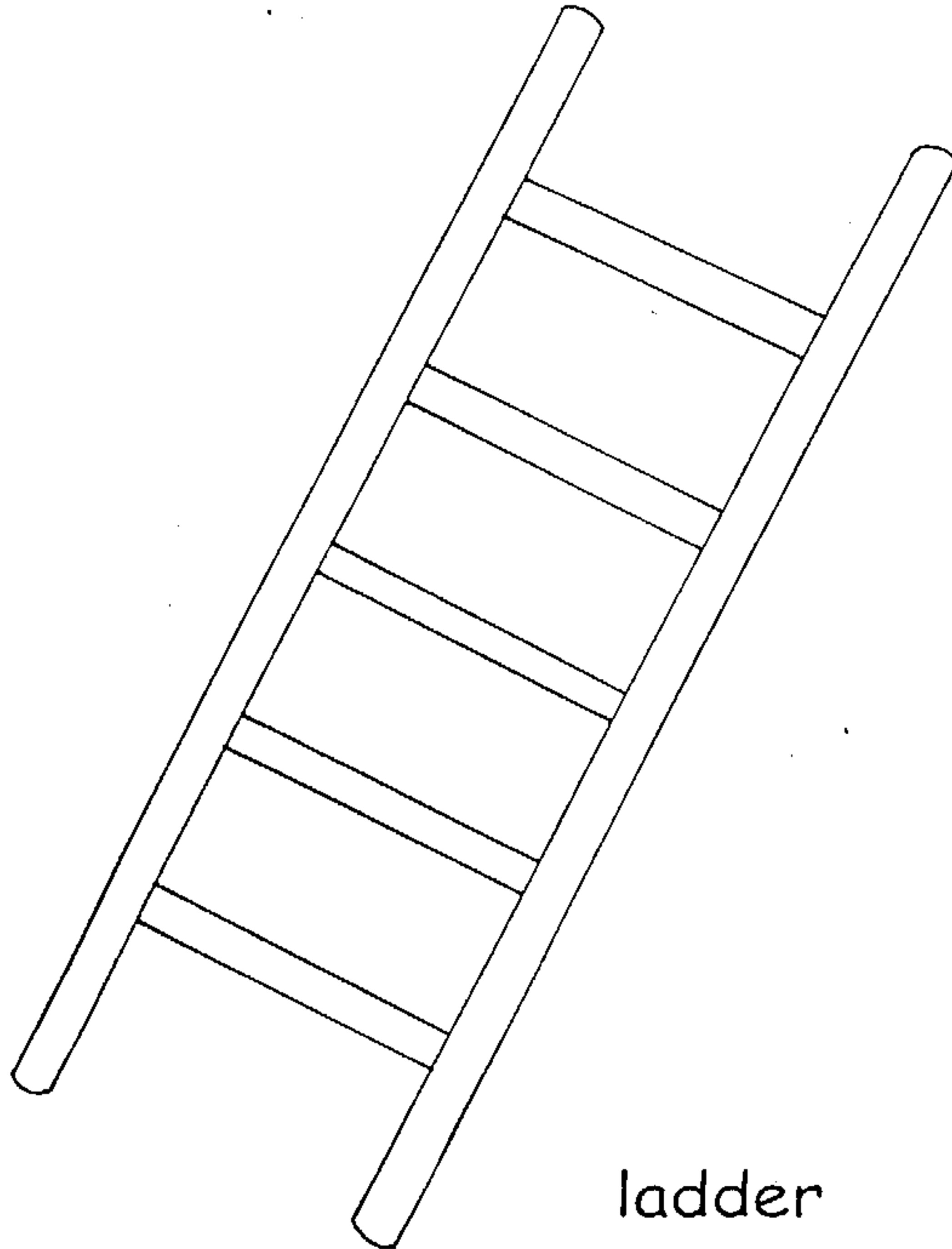
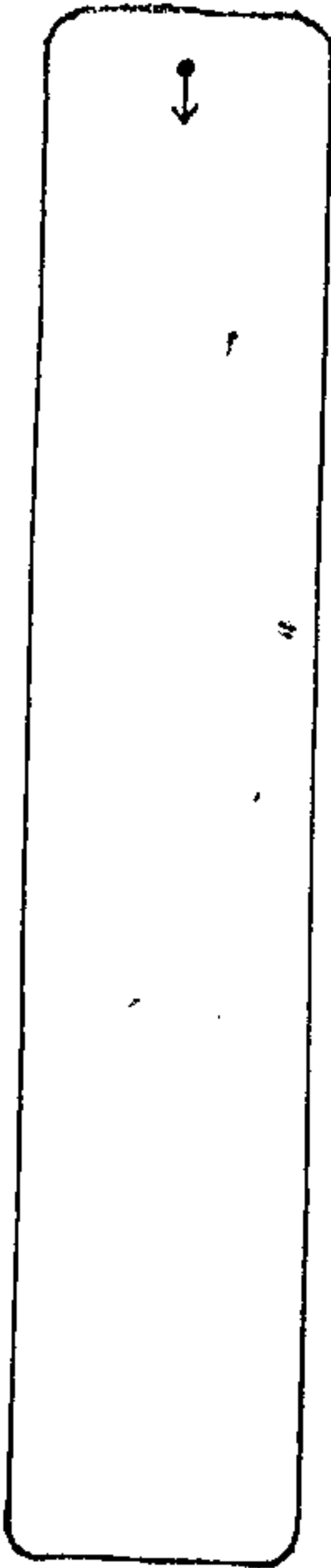
Level: Nursery
Week: 2

Term: 1
Day: 5

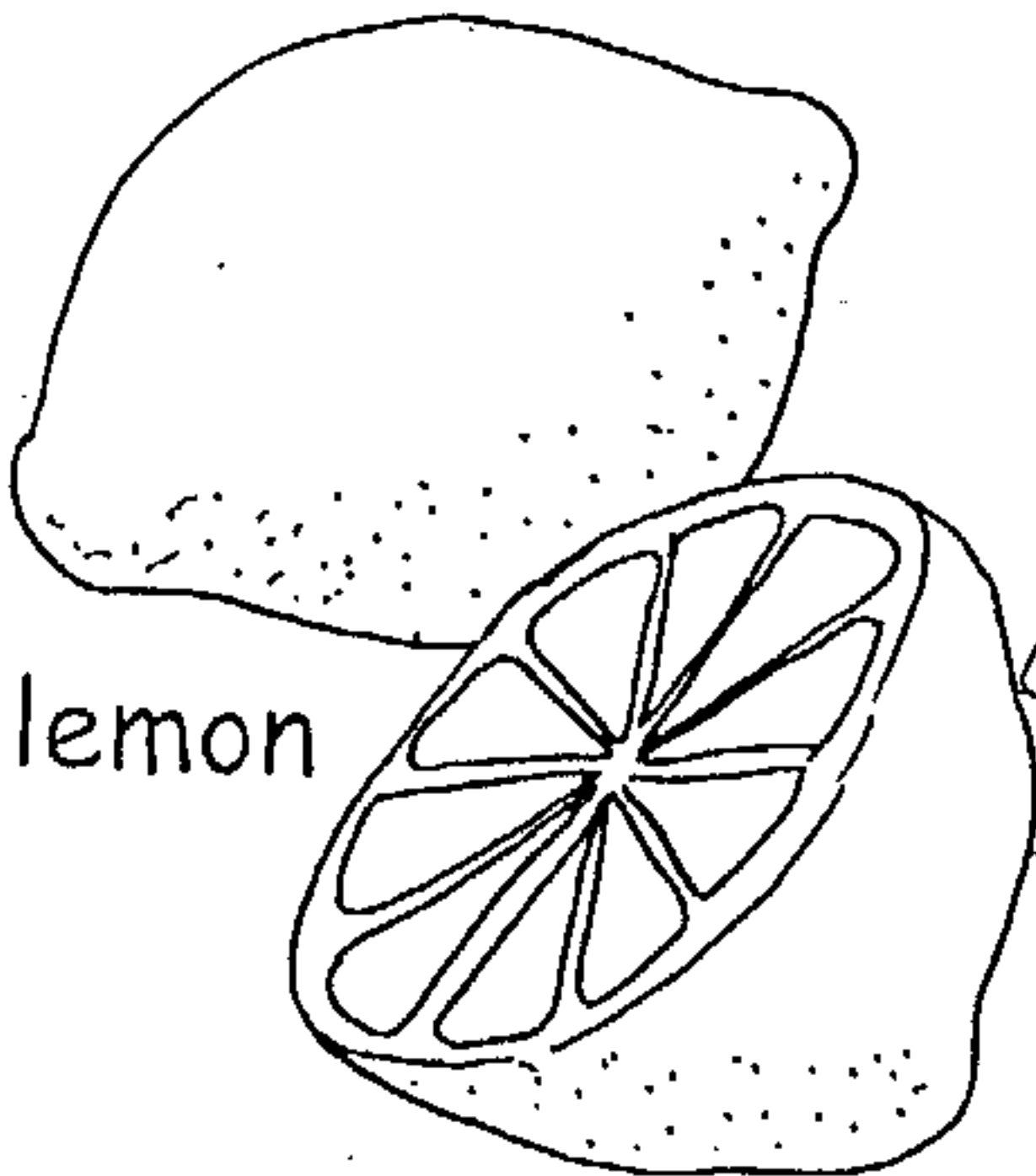
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Day: _____

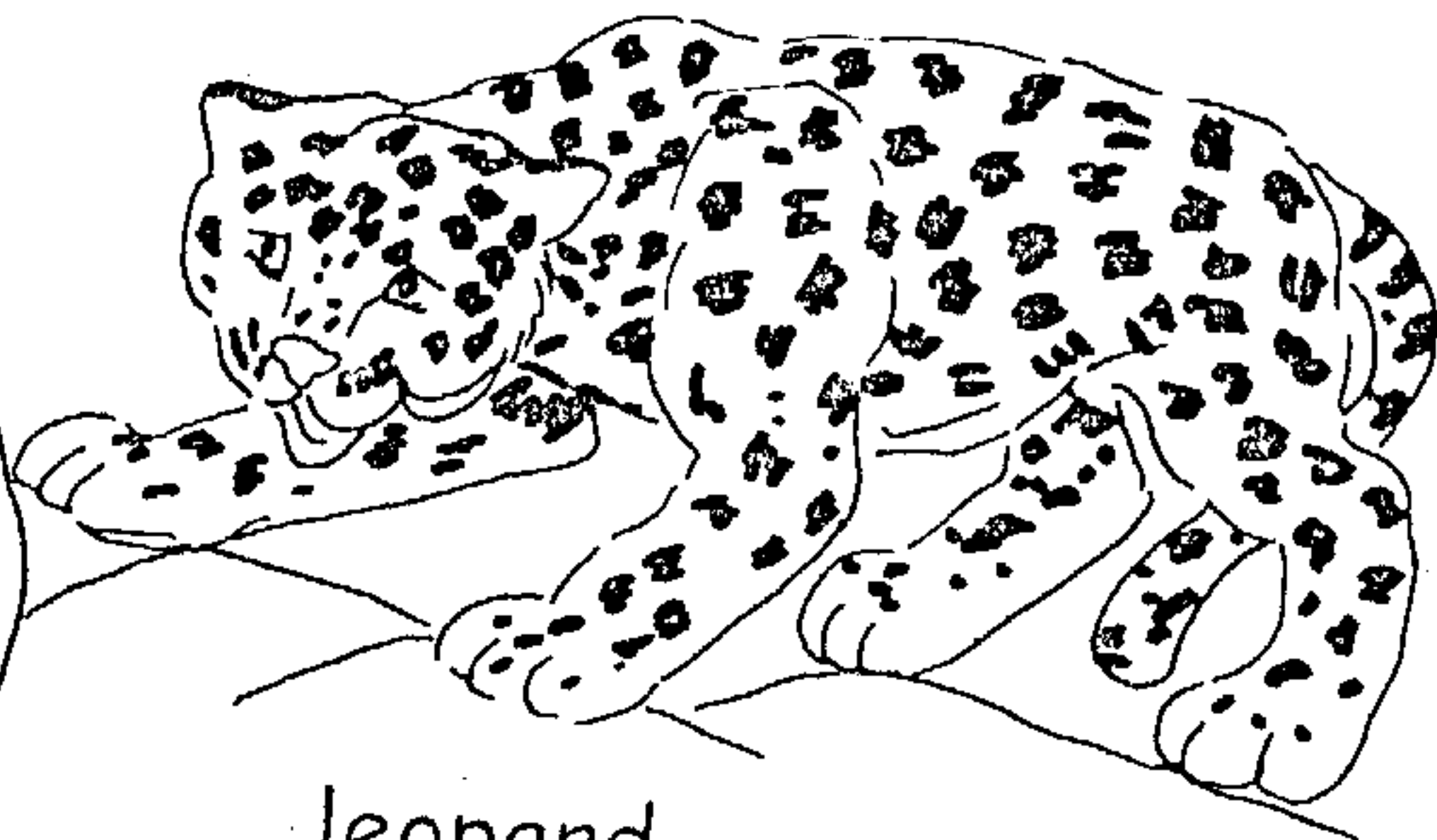
Trace and colour



ladder



lemon



leopard

Worksheet

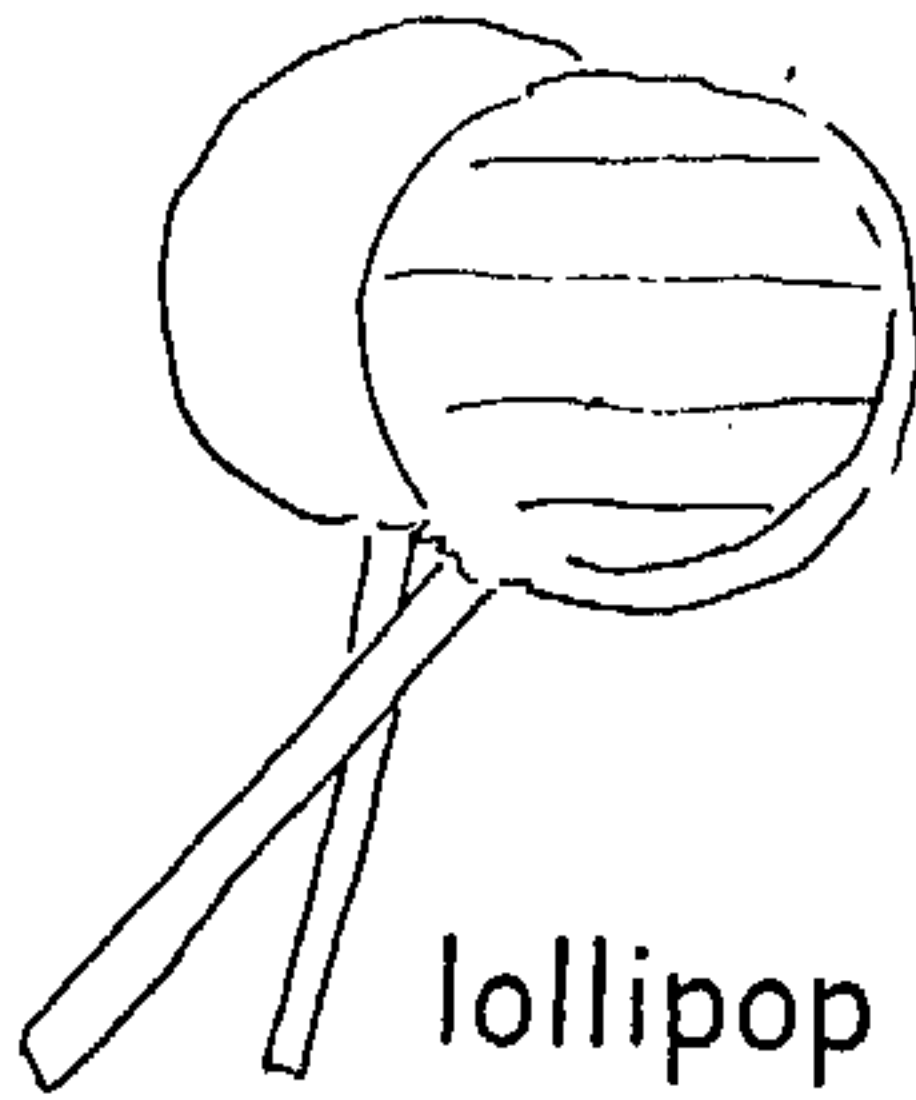
Level: Nursery
Week: 2

Term: 1
Day: 5

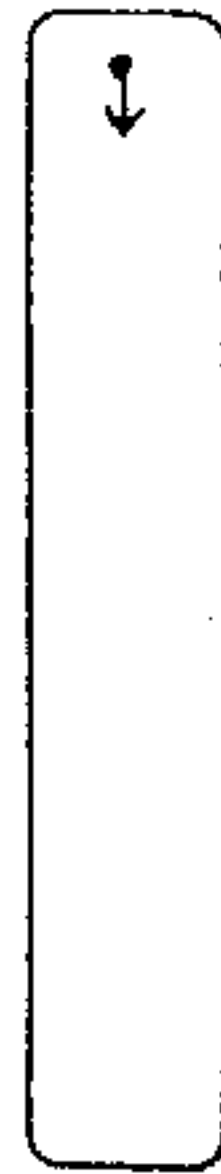
Date: _____

Day: _____

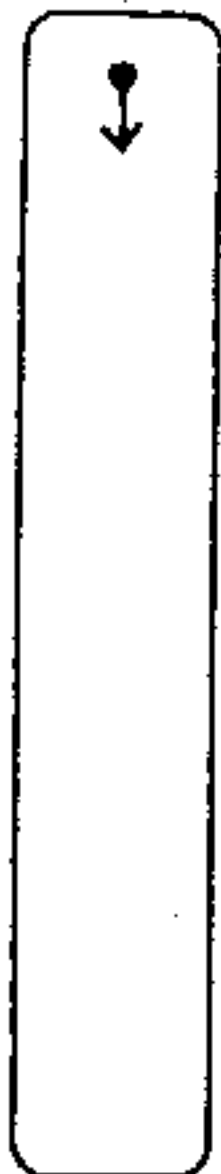
Write and colour



lollipop



leaf



Lesson Plan

Tracing & Colouring

Level: Nursery

Term: 1

Week: 2

Day: 6

1. **Objectives:** The children will be able to:
 - Name the things beginning with the letter o.
 - Indirect preparation for reading and writing.
 2. **Function:**
 - Tracing the letter o.
 - Reading aloud the names of things beginning with letter o.
 3. **Activity:**
 - Introduction of the letter o.
 - Colouring in the associated pictures.
 4. **Material:** Worksheet, Toy or Real objects, Flash card, Sand tray & Sand Paper letter
-

5. **Procedure:**

Task A. Colouring in the associated pictures.

a. **Ask the following.**

- Can you name two things starting with the letter o.
- Tell the names of two animals with the beginning sound o.

Task B. Tracing in between the double letter o with three different colour pencils.

Task C. Tracing of sand paper letter, Tracing letter o in the sand tray.

6. **Following up:** Work sheets of match and join, circle the correct letter.

Free hand Writing:

Free hand tracing of letter c, l and o on board sheets.

Worksheet

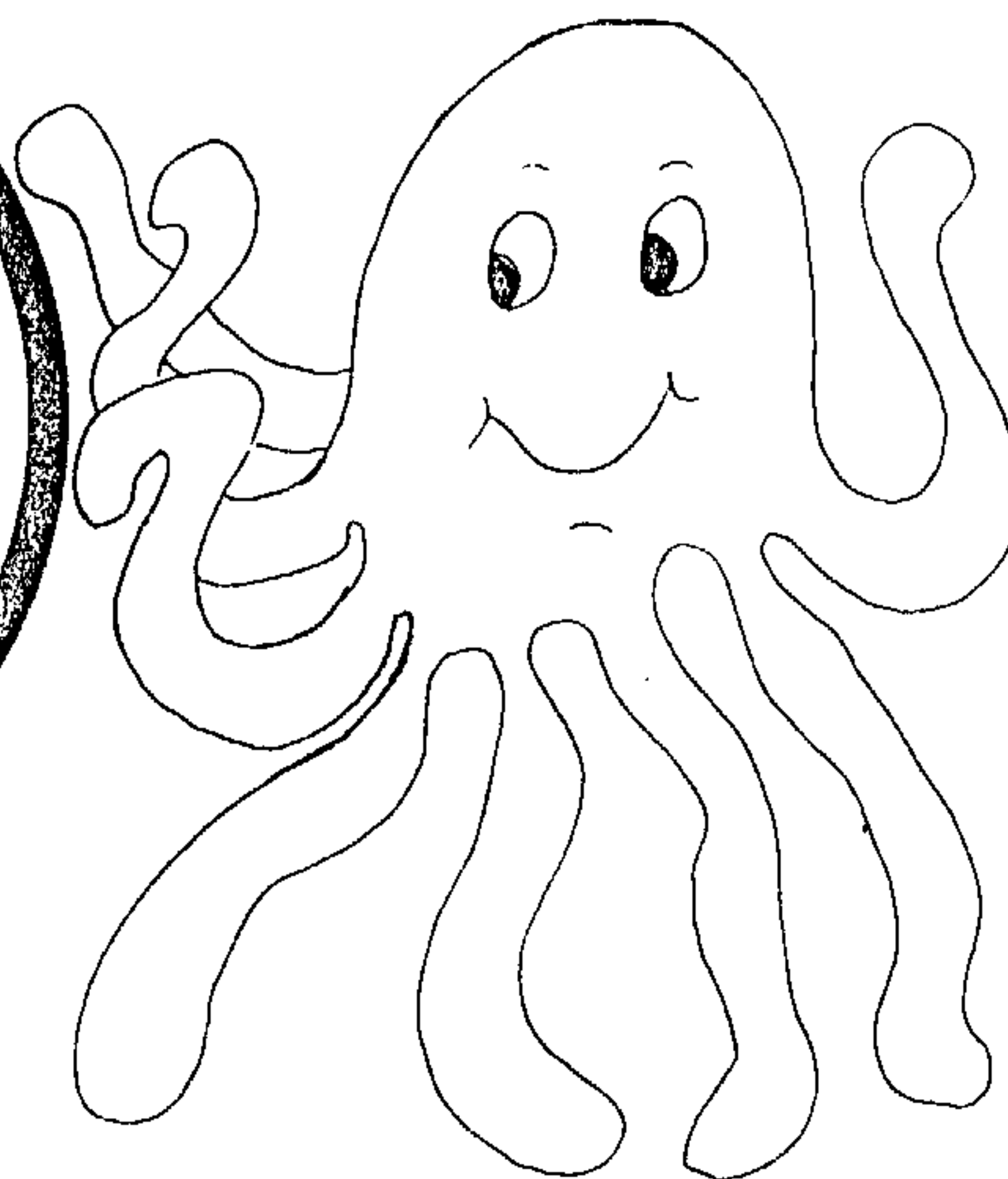
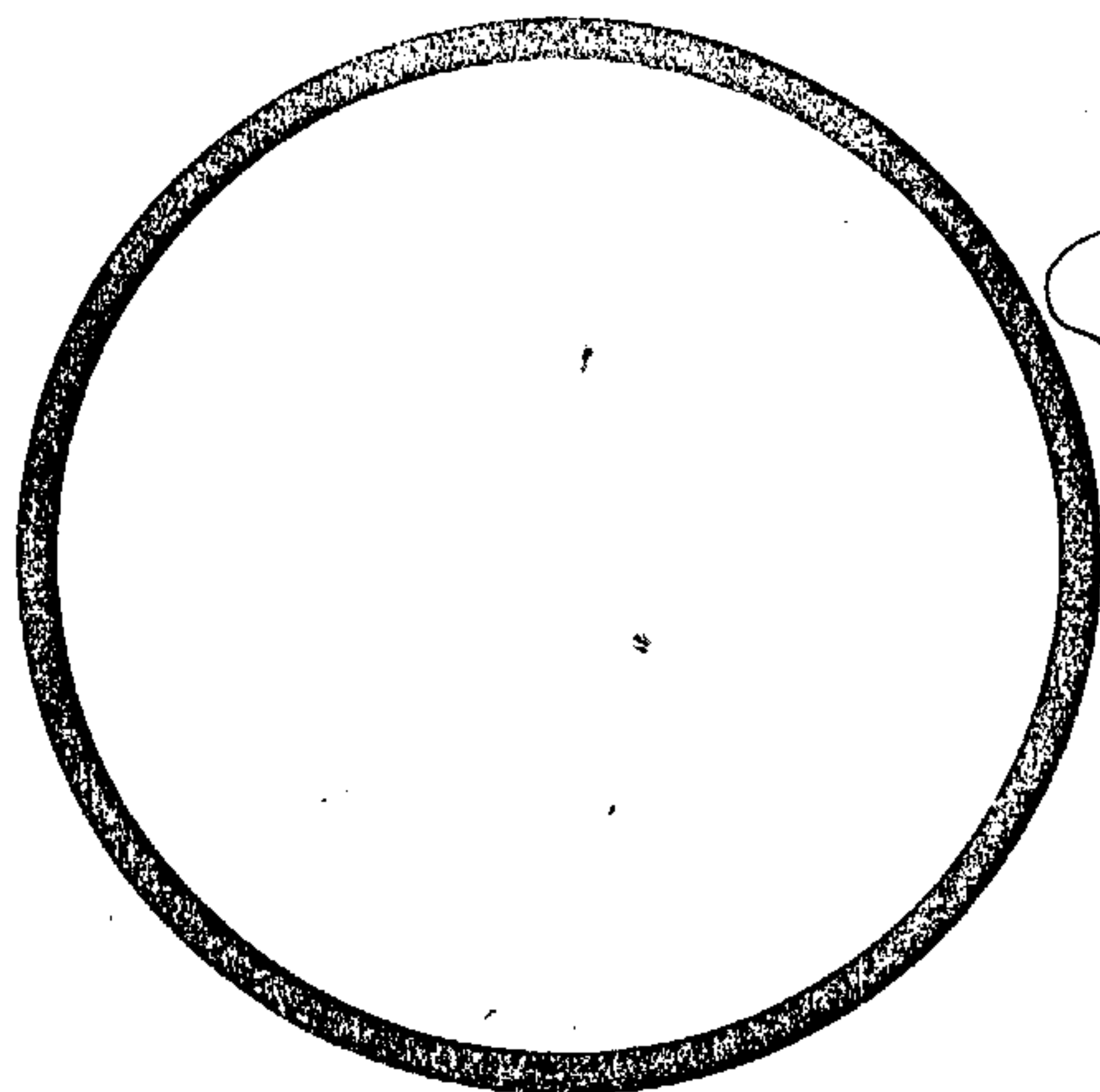
Level: *Nursery*
Week: *2*

Term: *1*
Day: *6*

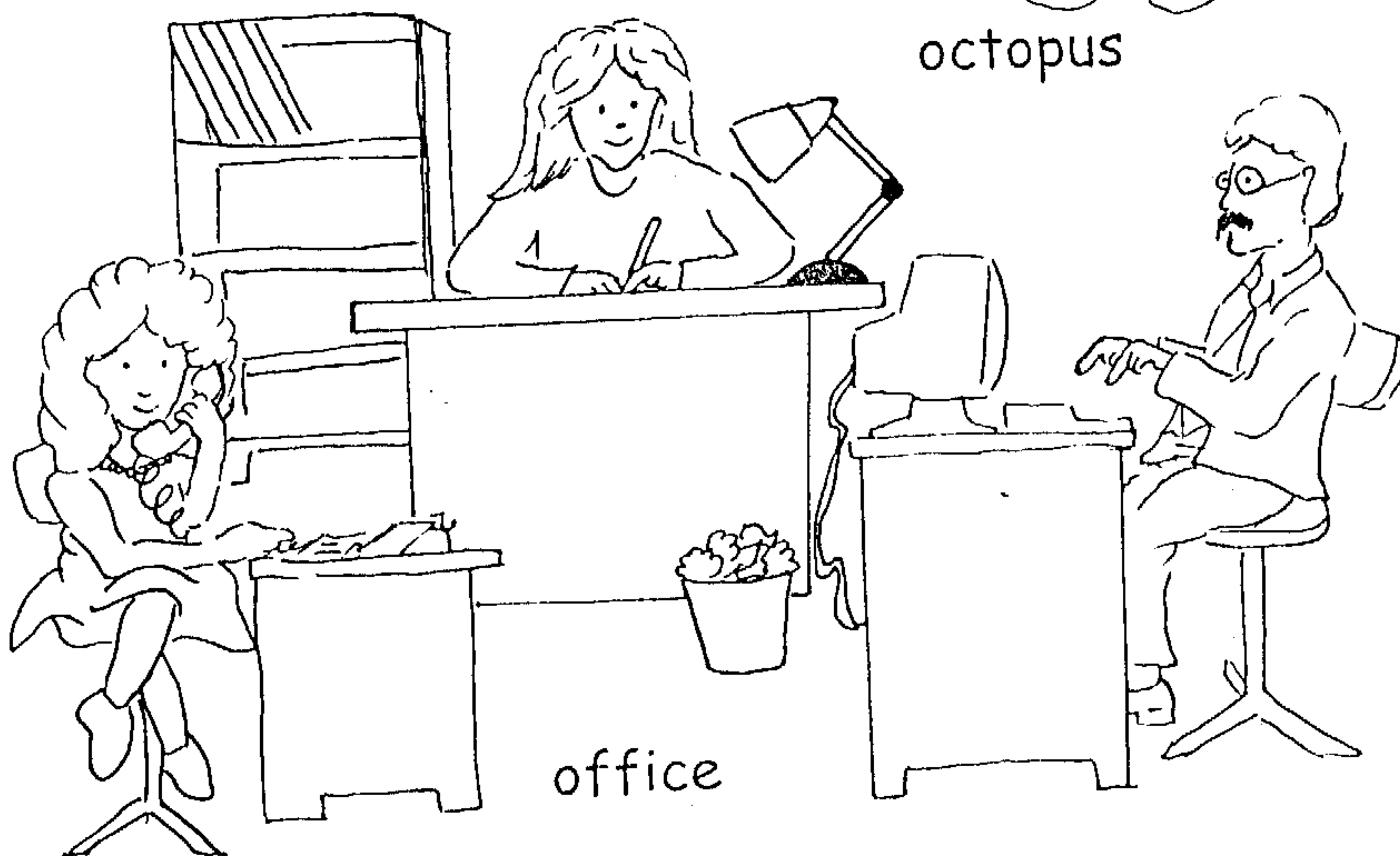
Date: _____

Day: _____

Introduction to letter 'o'



octopus



office

Worksheet

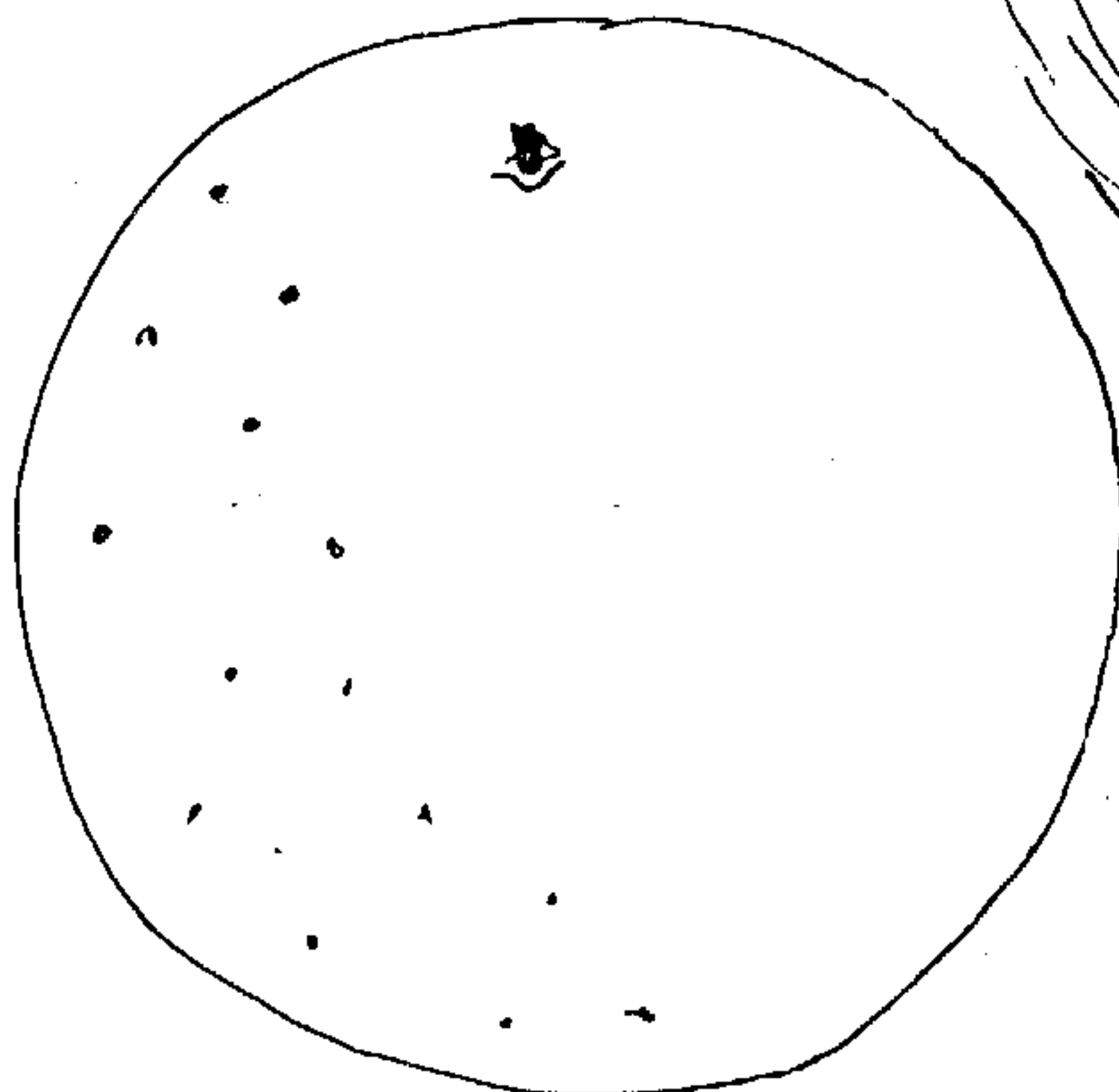
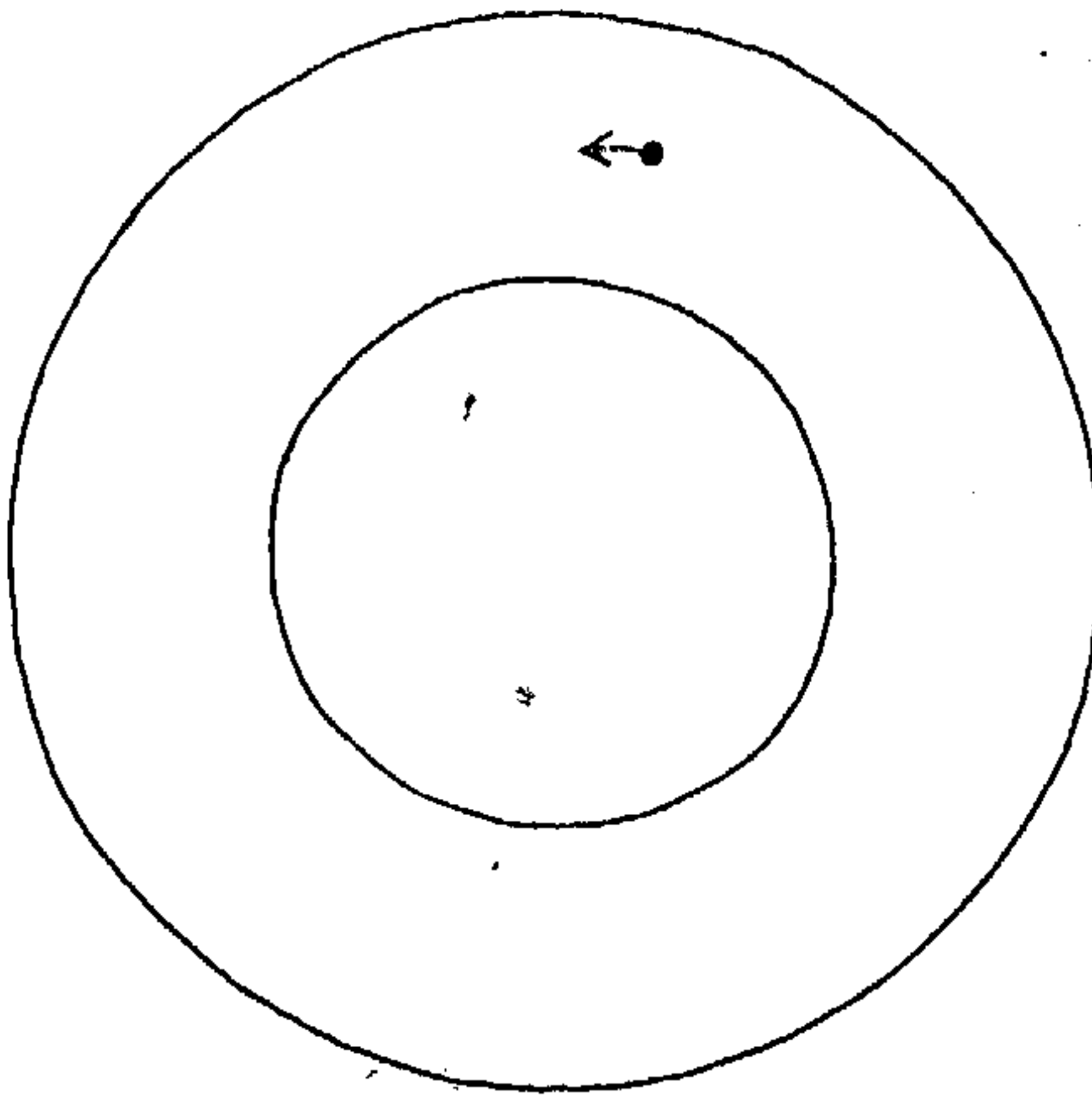
Level: *Nursery*
Week: 2

Term: 1
Day: 6

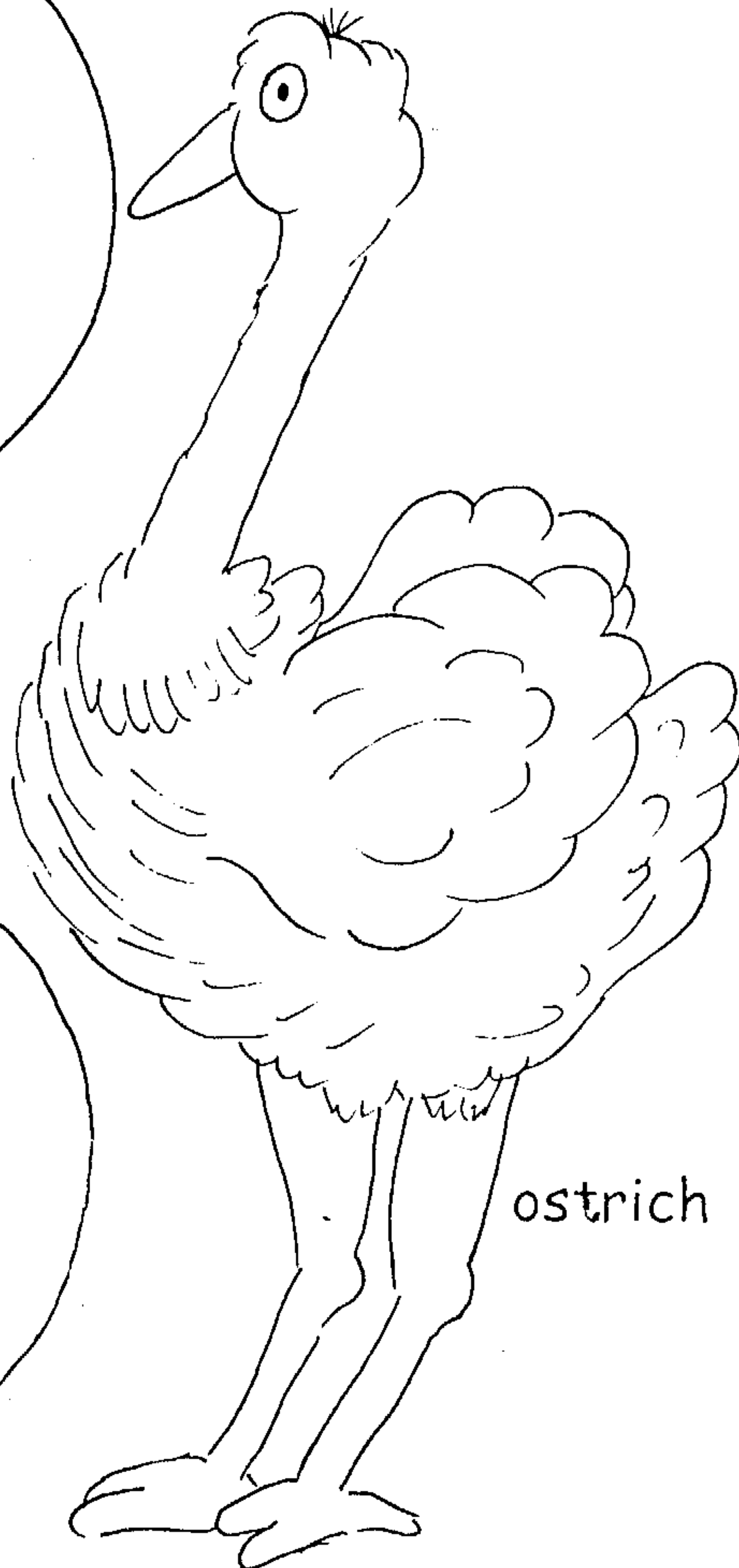
Date: _____

Day: _____

Trace and colour



orange



ostrich

Worksheet

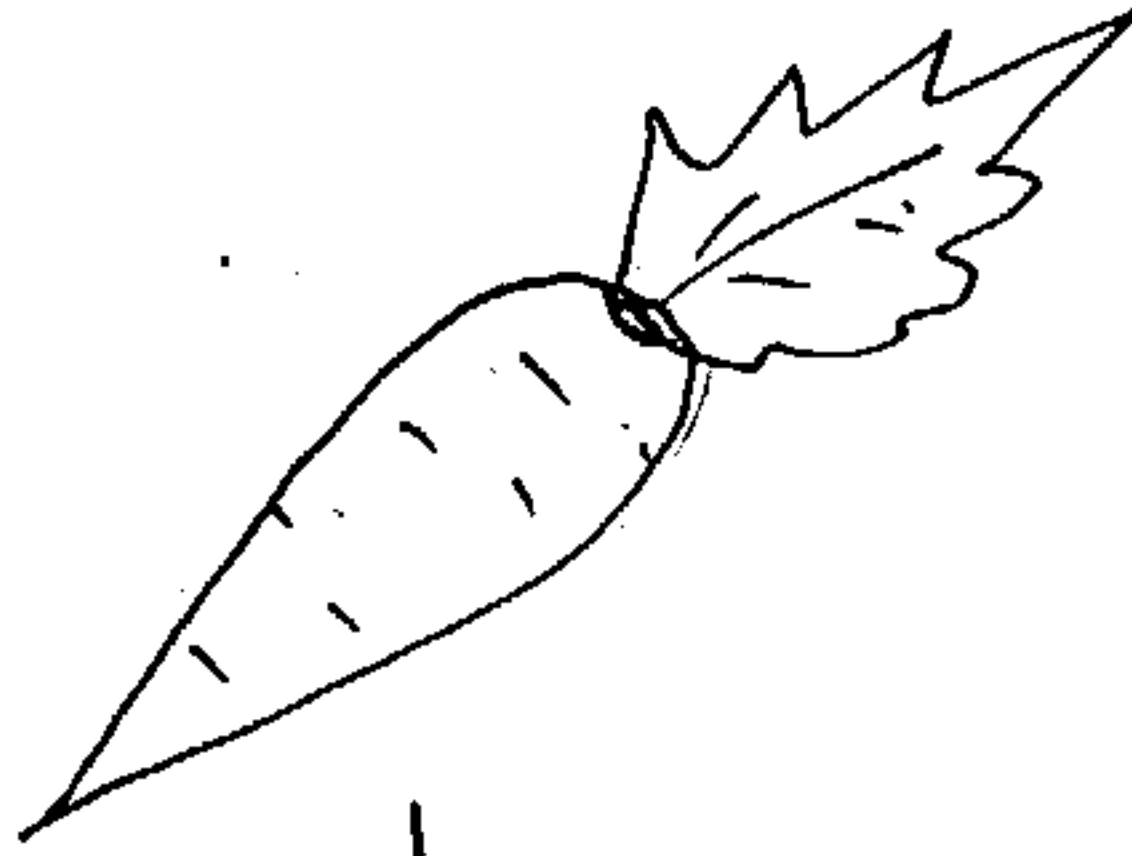
Level: Nur
Week: 2

Term: 1
Day: 6

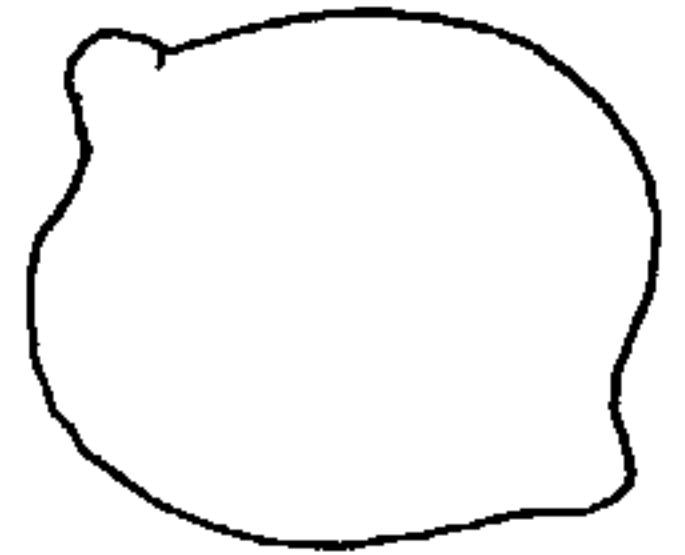
circle the correct letter



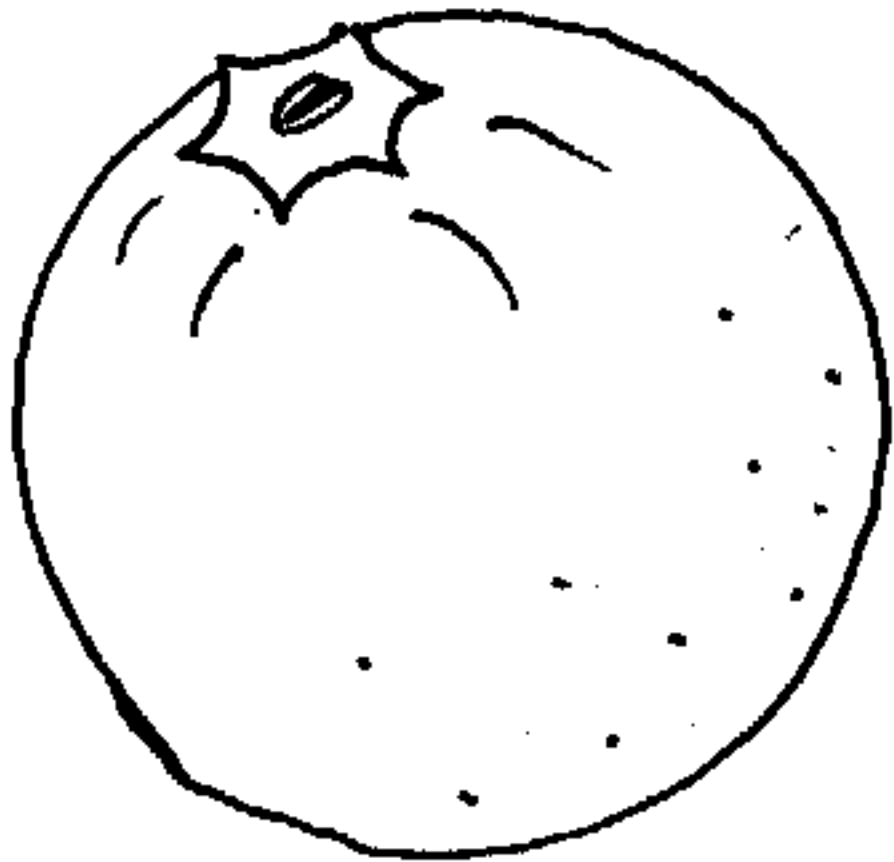
c | o



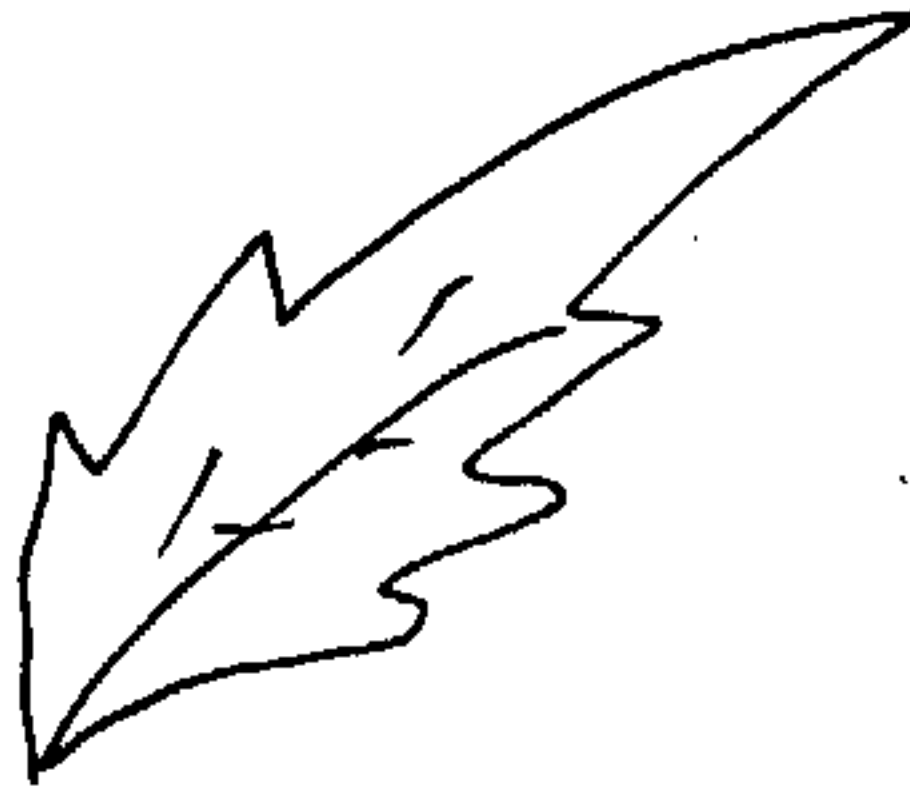
c | o



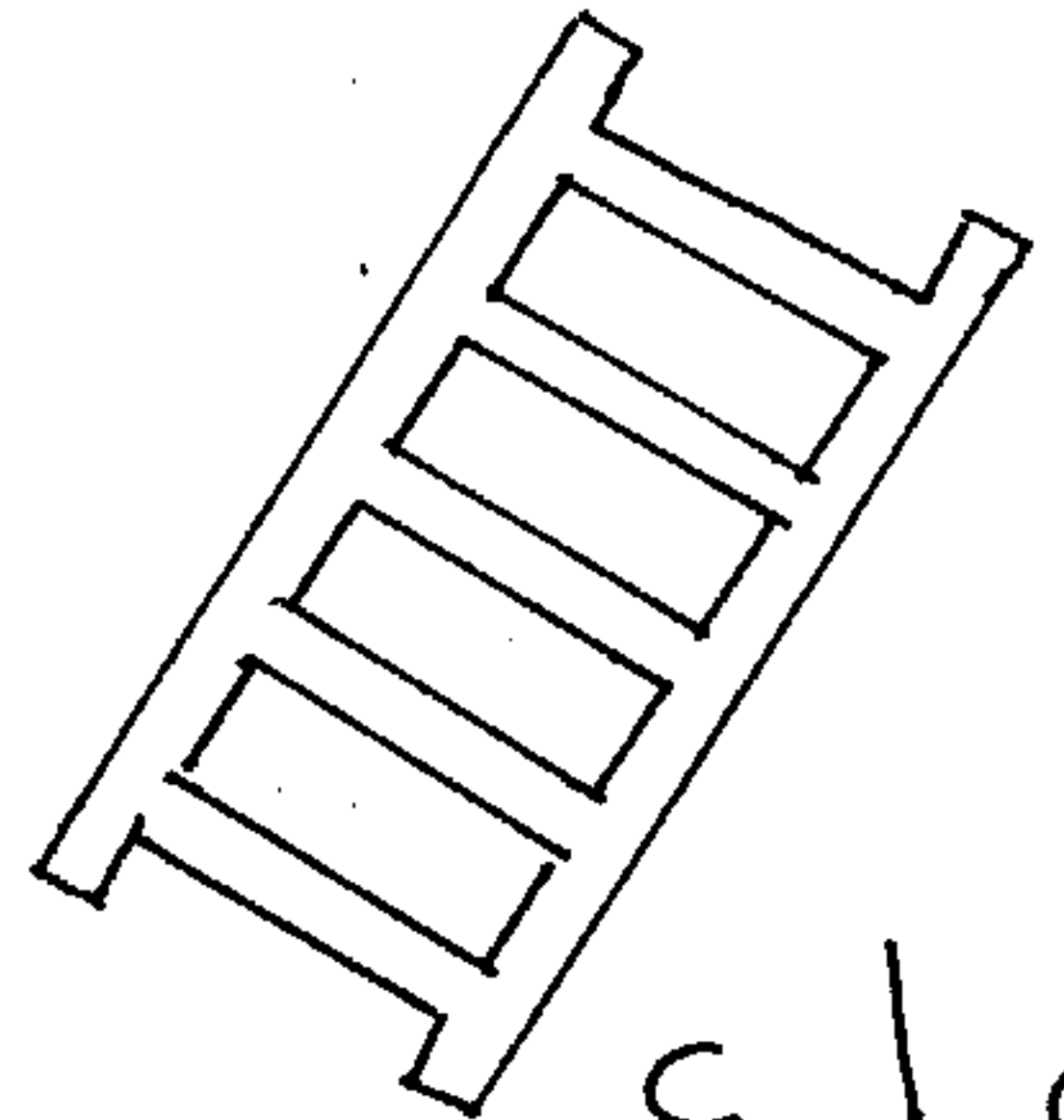
c | o



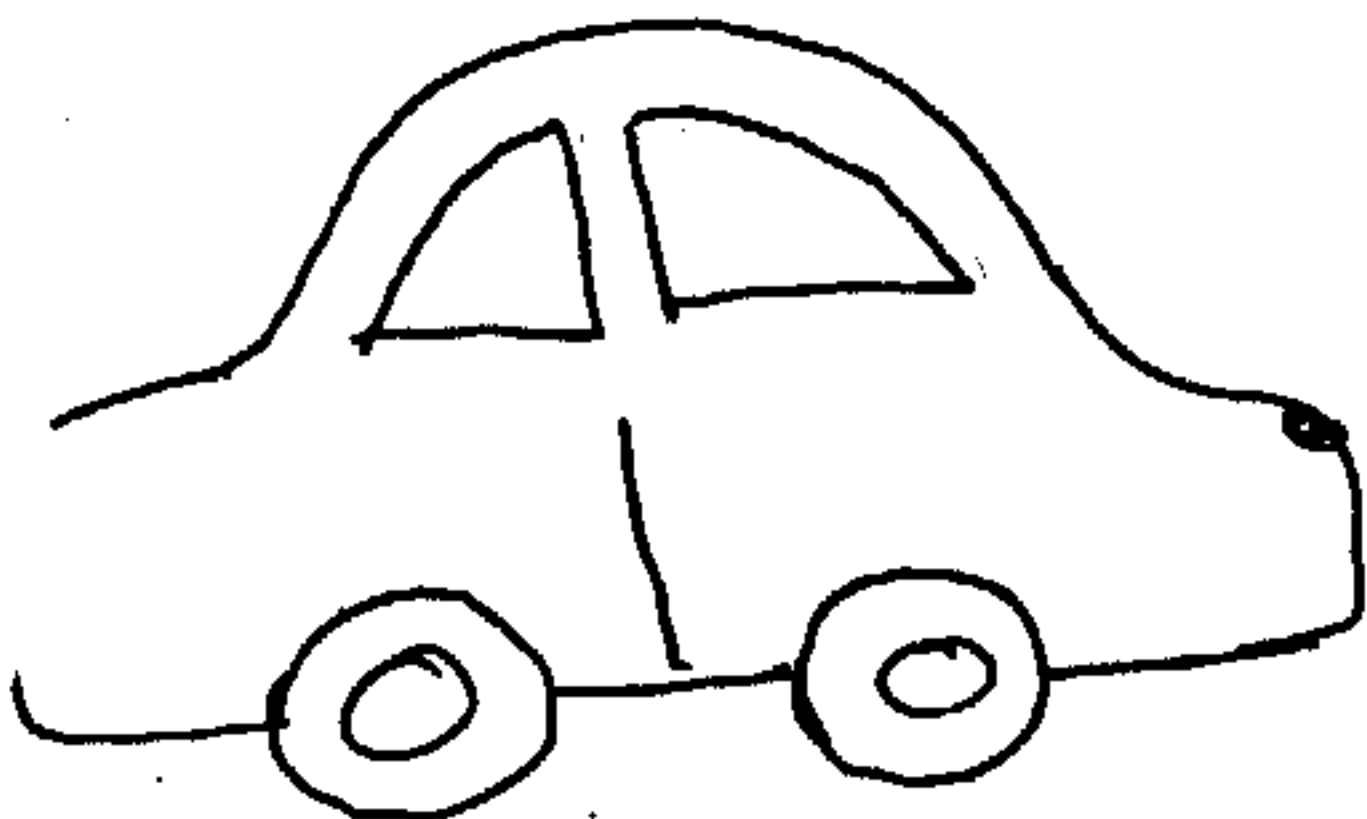
c | o



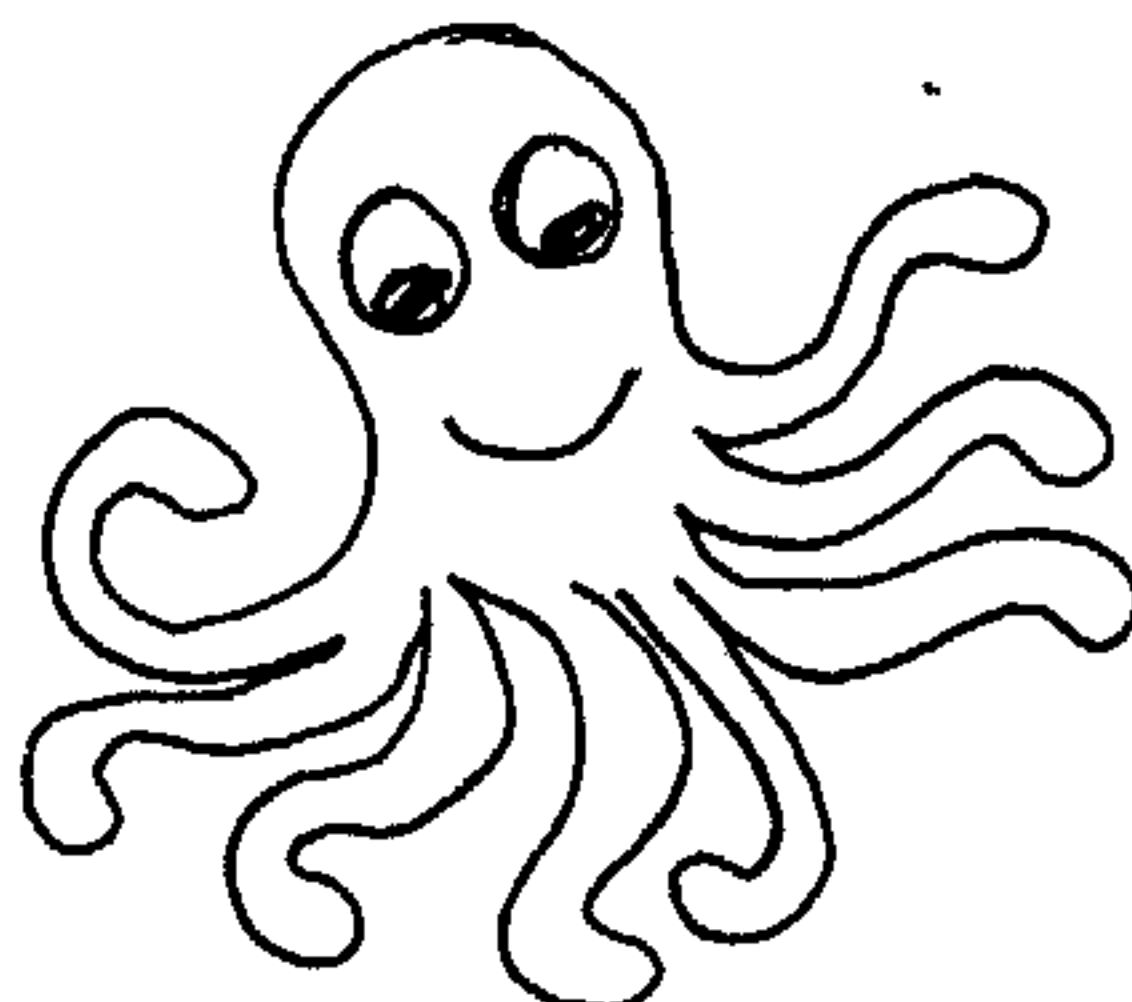
c | o



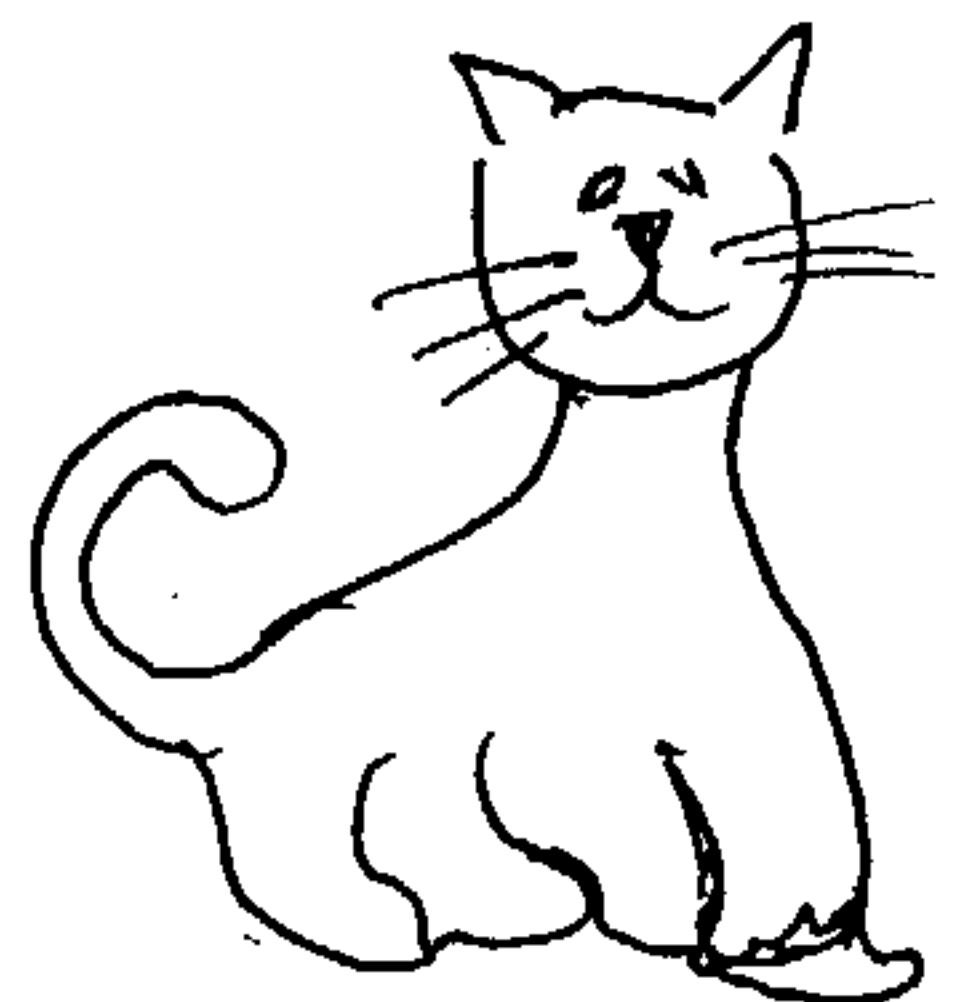
c | o



c | o



c | o



c | o

Worksheet

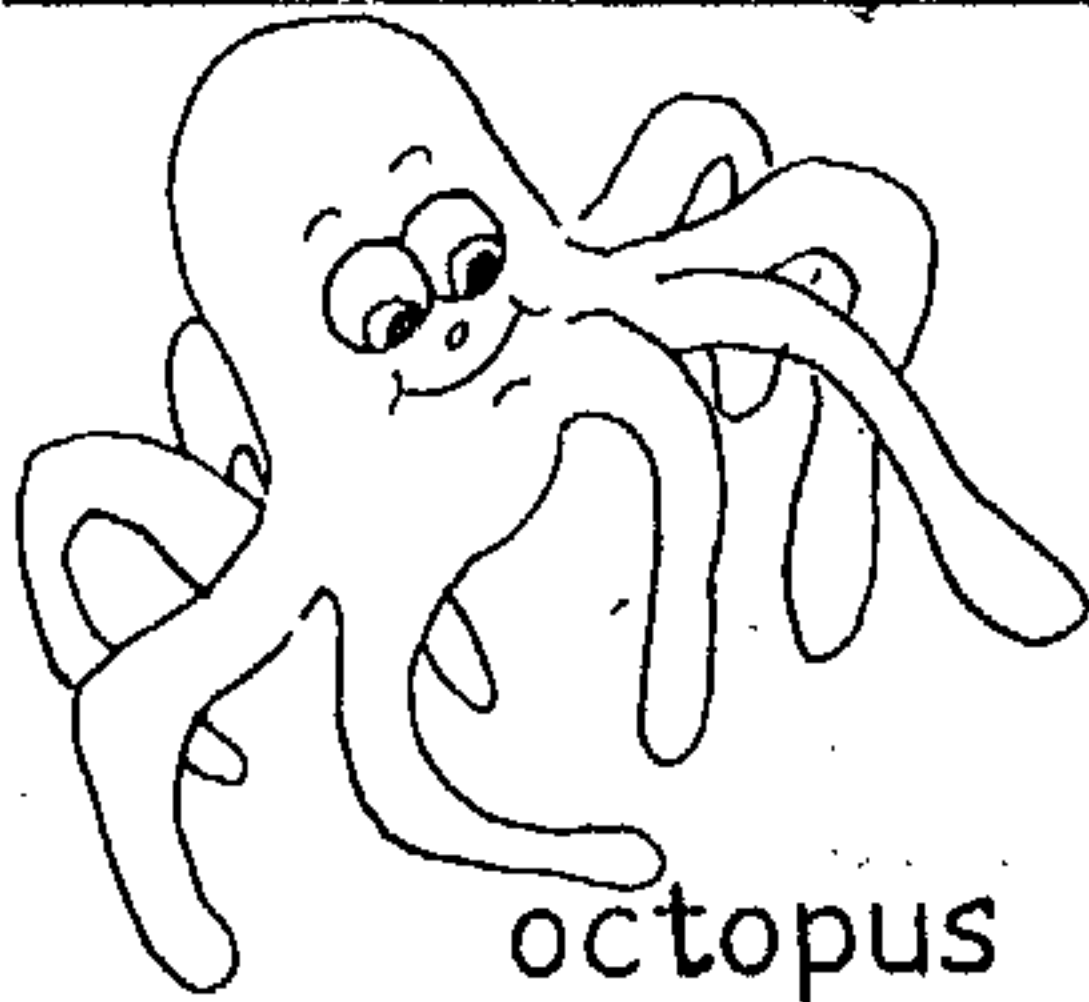
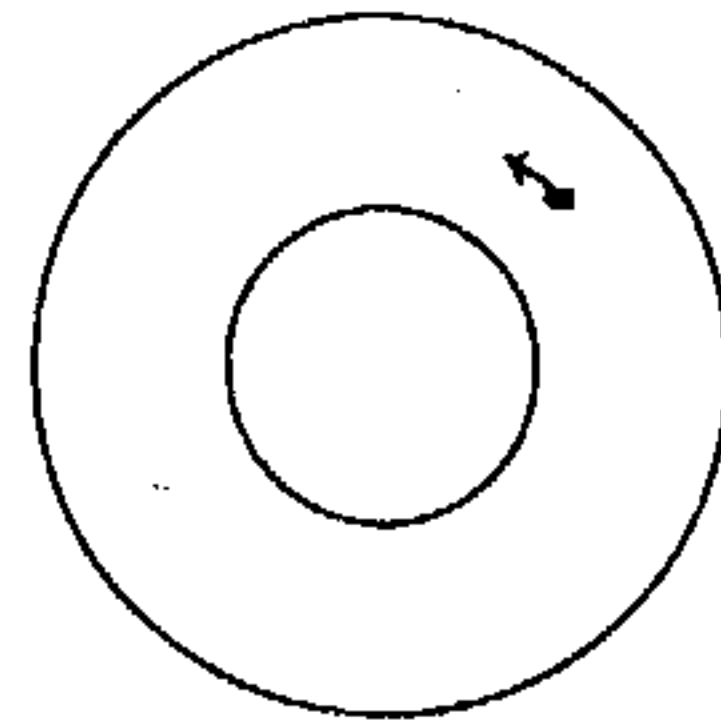
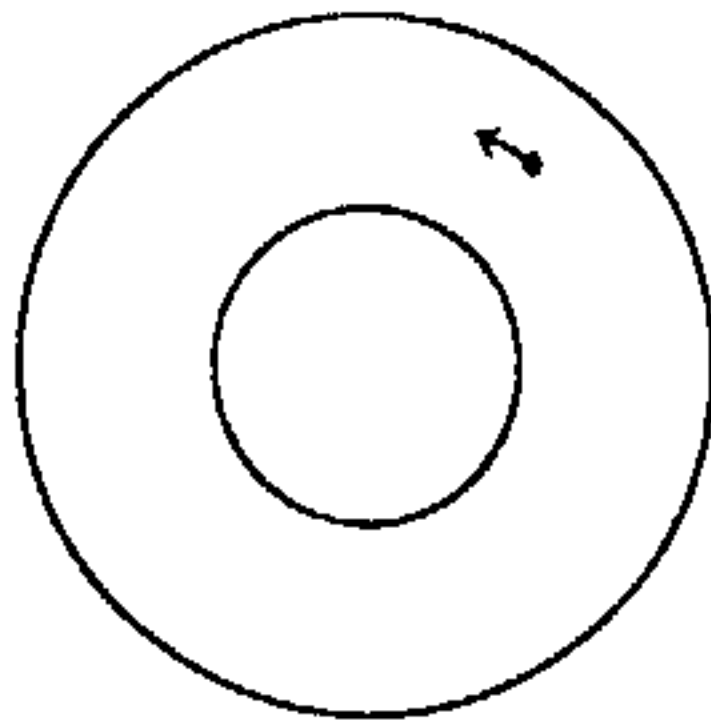
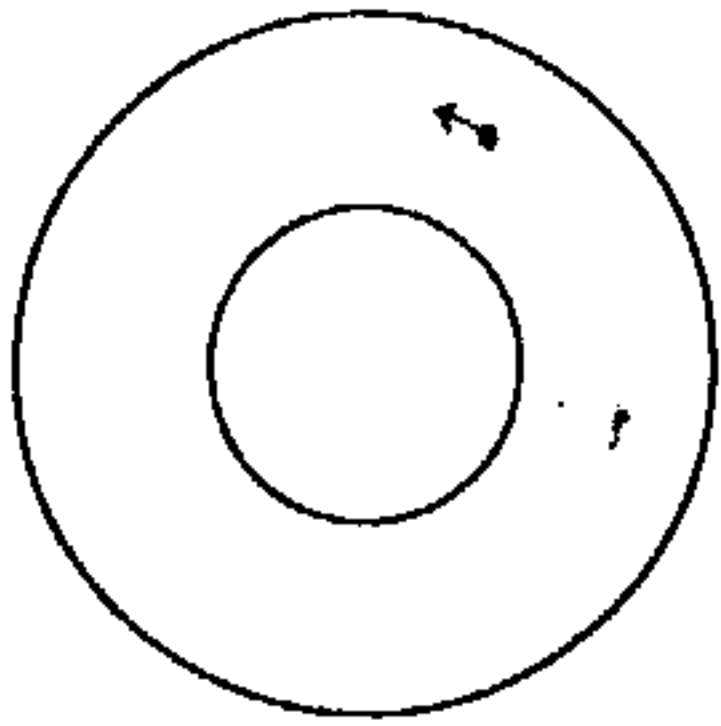
Level: Nursery
Week: 2

Term: 1
Day: 6

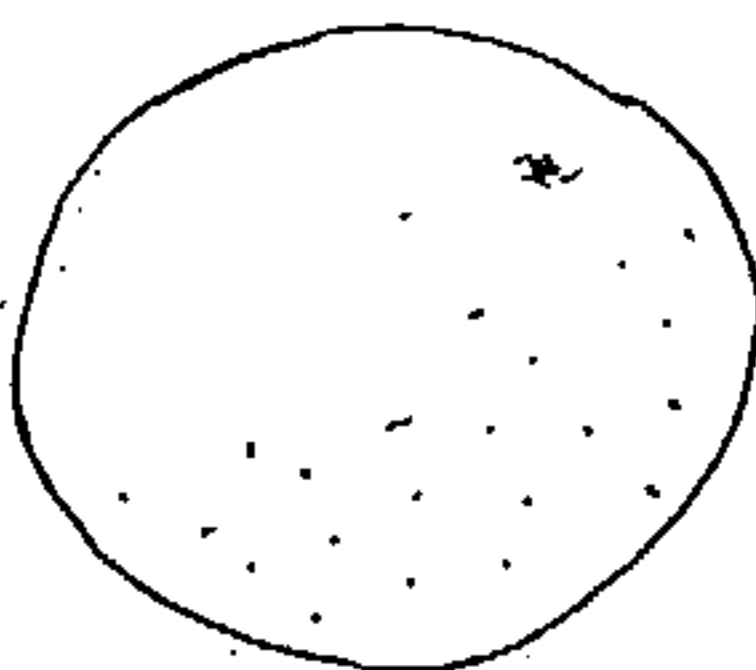
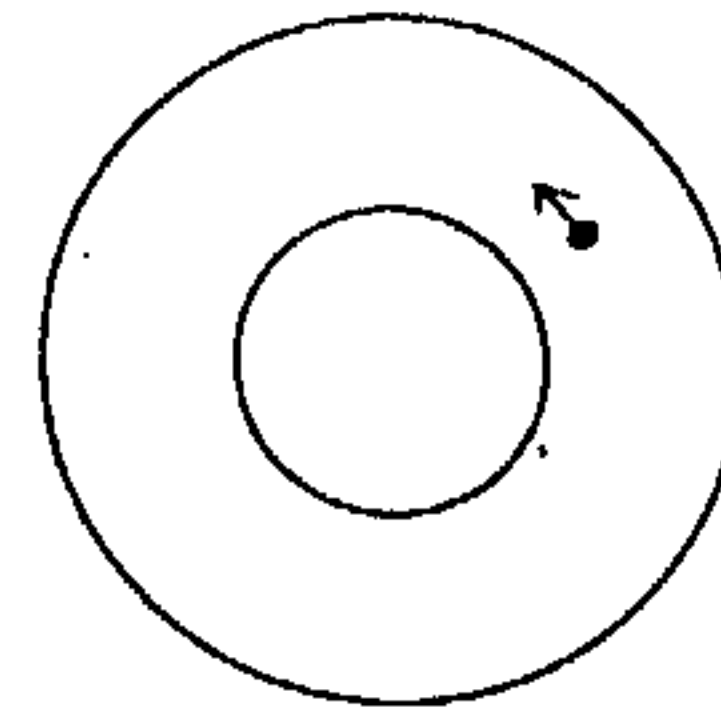
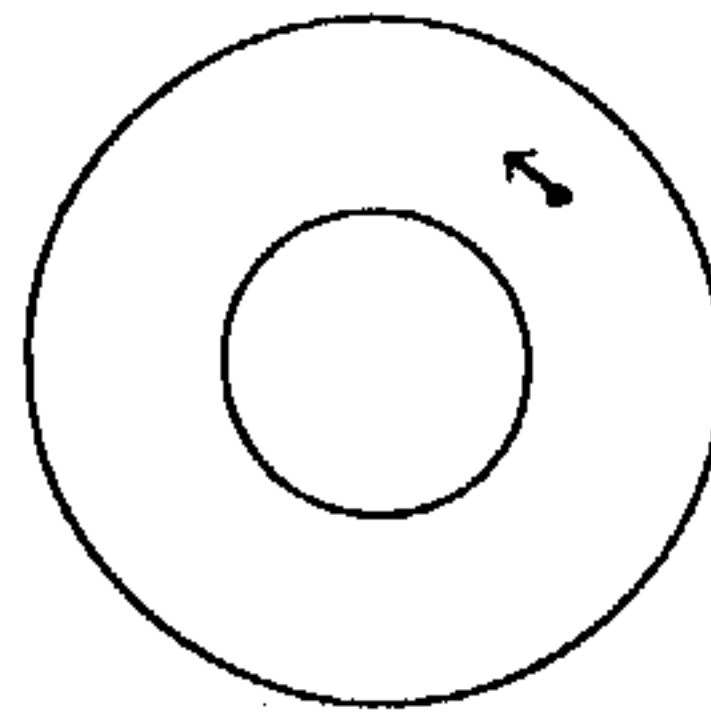
Date: _____

Day: _____

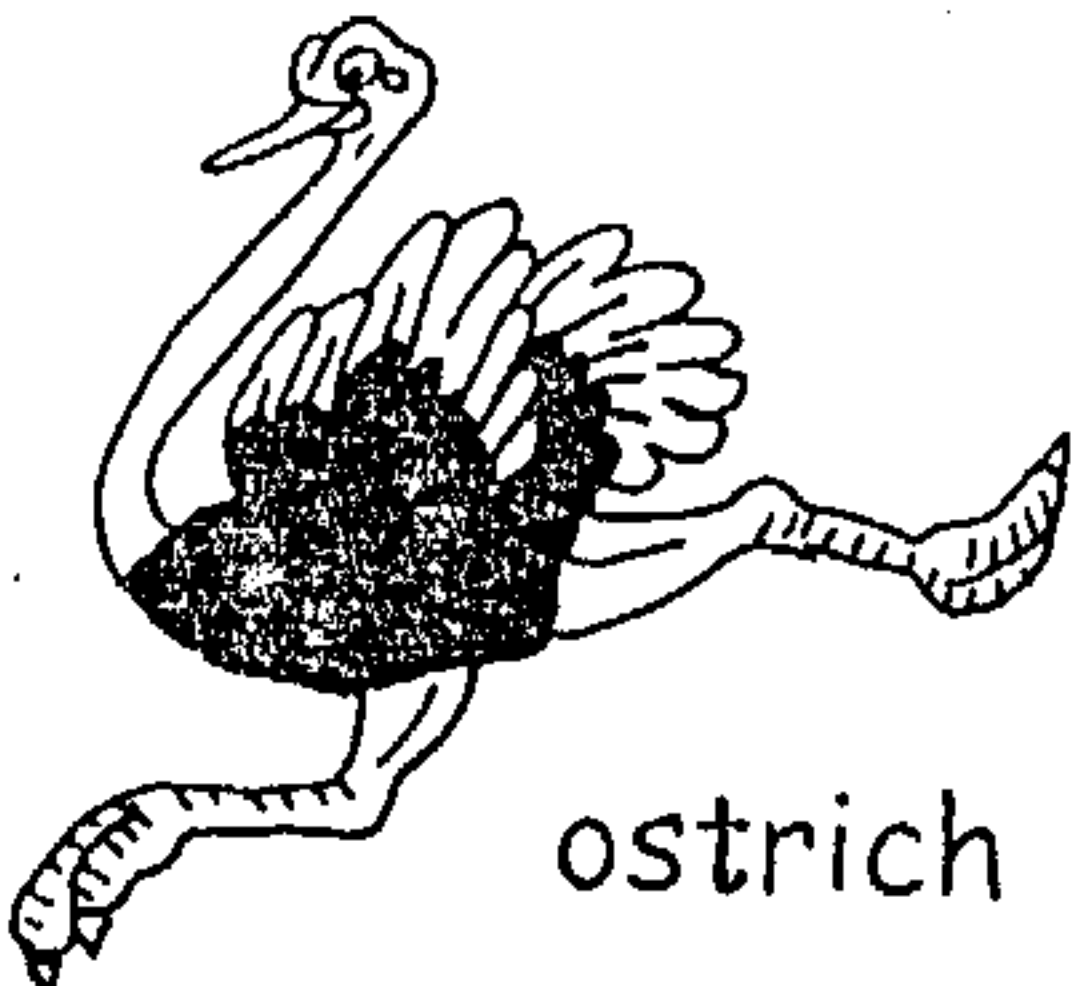
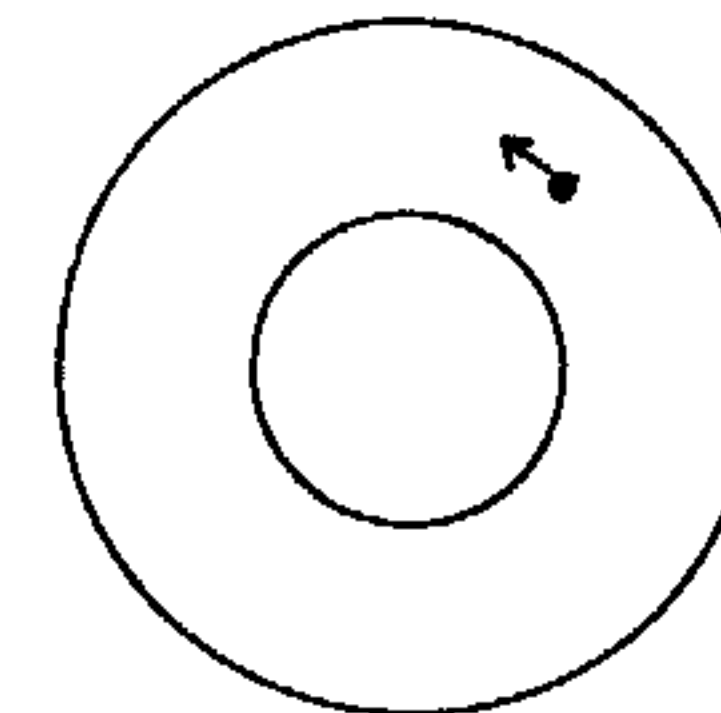
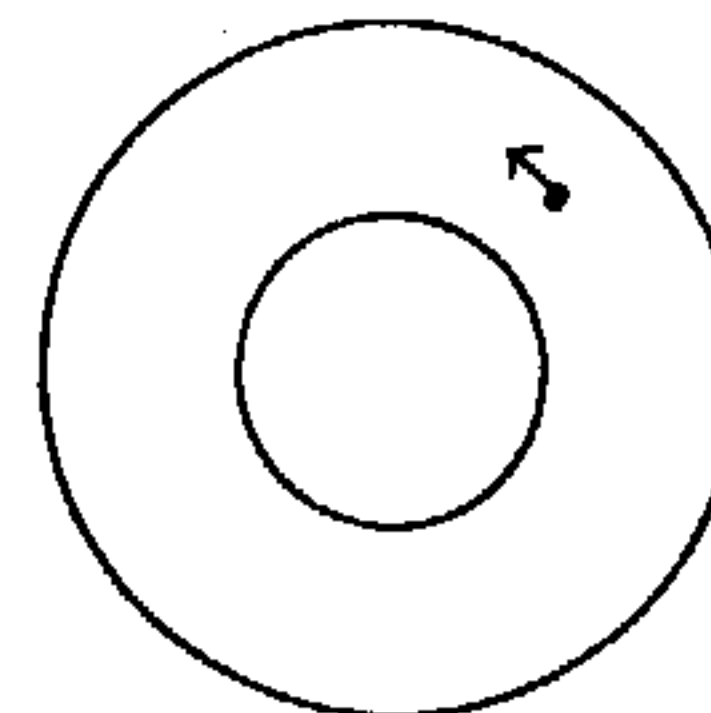
Write and colour



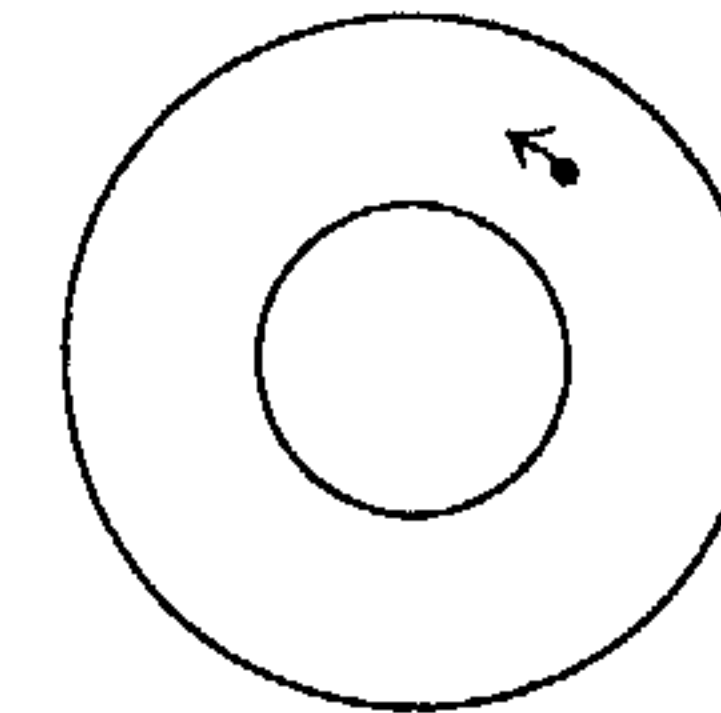
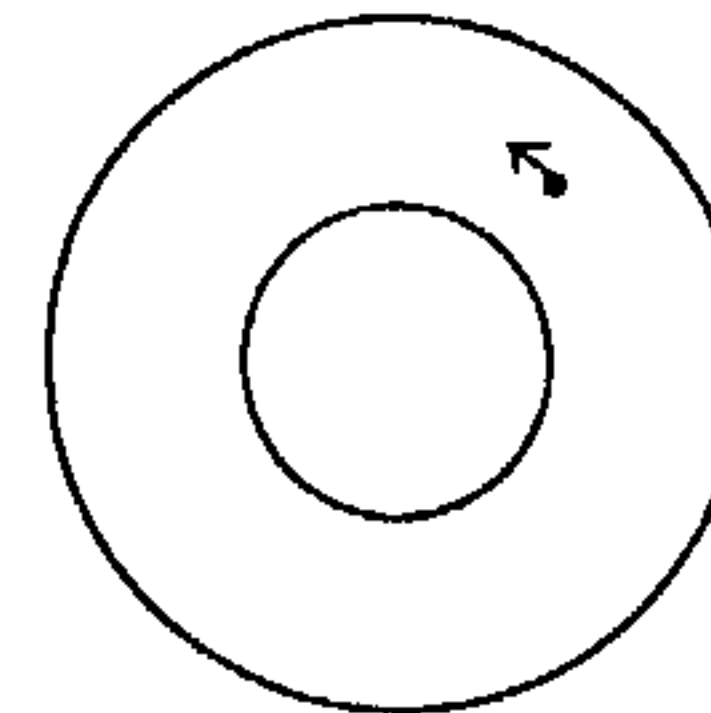
octopus



orange



ostrich



Lesson Plan

(English)

Level: Nursery

Term: 1

Week: 3

Communication	Reading	Writing	Assessment
<ul style="list-style-type: none">- Reinforcement of letter c, l, o- Topic of the month Pakistan.- Story Goldilocks and the three bears.- Concept big & small.	<p>Text</p> <p>Jane & Peter</p>	<p>Tracing over the dotted line of letter c, l, o work sheets.</p>	<p>Joining exercise letter.</p>

Lesson Plan

Communication

Level: Nursery
Term: 1
Week: 3
Day: 1

1. **Objectives:** The children will be able to:
 - Reinforce
 - Memorize the sounds introduced earlier.
 2. **Function:** Reinforcement of the letter c. l. o along with the associated pictures orally on the board.
 3. **Activity:**
 - Pairing exercise with flash cards.
 - Playing sound game.
 - Tracing of sand paper letters.
 4. **Material:** Sand paper letters, Sand tray, Flash cards, Thermopile mobiles.
-

5. **Procedure:**

Task A. Colouring in the associated pictures.

a. **Preparation.**

- Displaying letter flash cards.
- Individual tracing of letter and sand paper letter by each child.
- Soft board displays
- Mobiles
- Textured letters.

b. **Group Work or Pair Work.**

One group can trace the sand paper letter and sand tray.

Group 2

Can work with the pairing and matching of flash cards.

Task B. Fun Activity

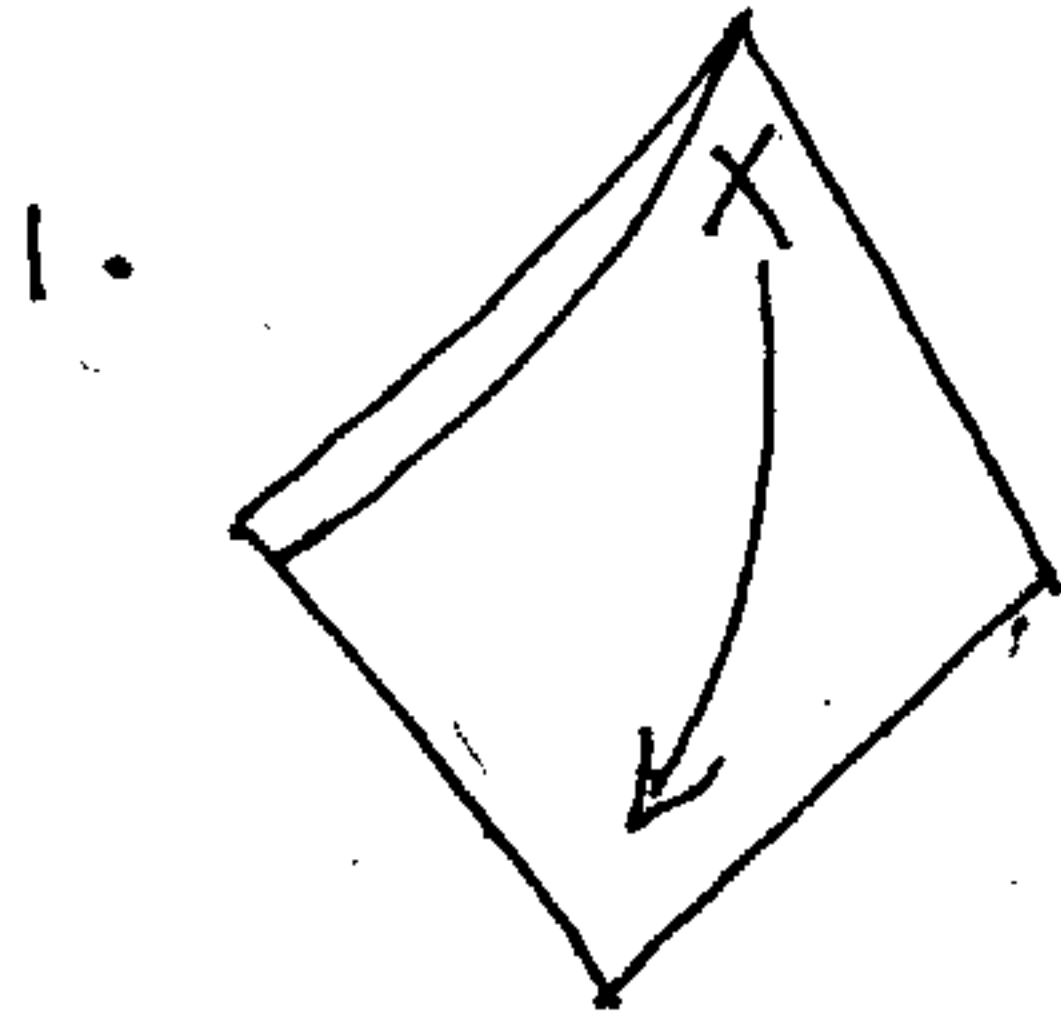
Worksheet

Level: Nur
Week: 3

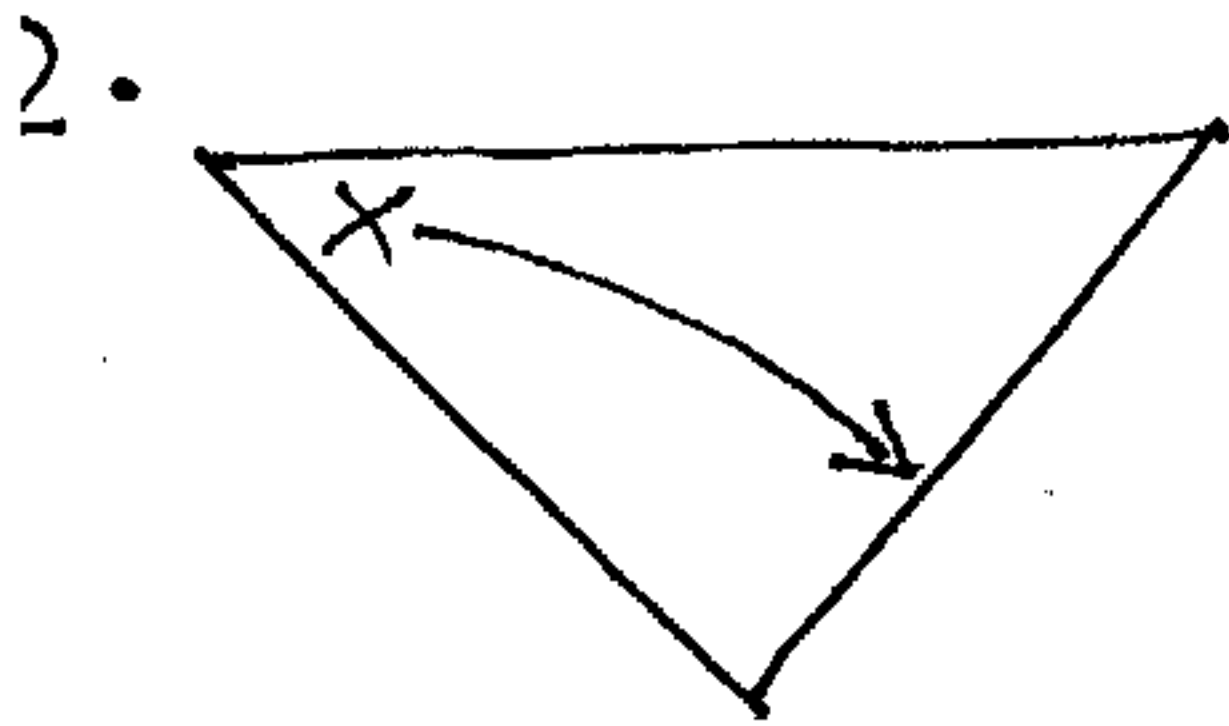
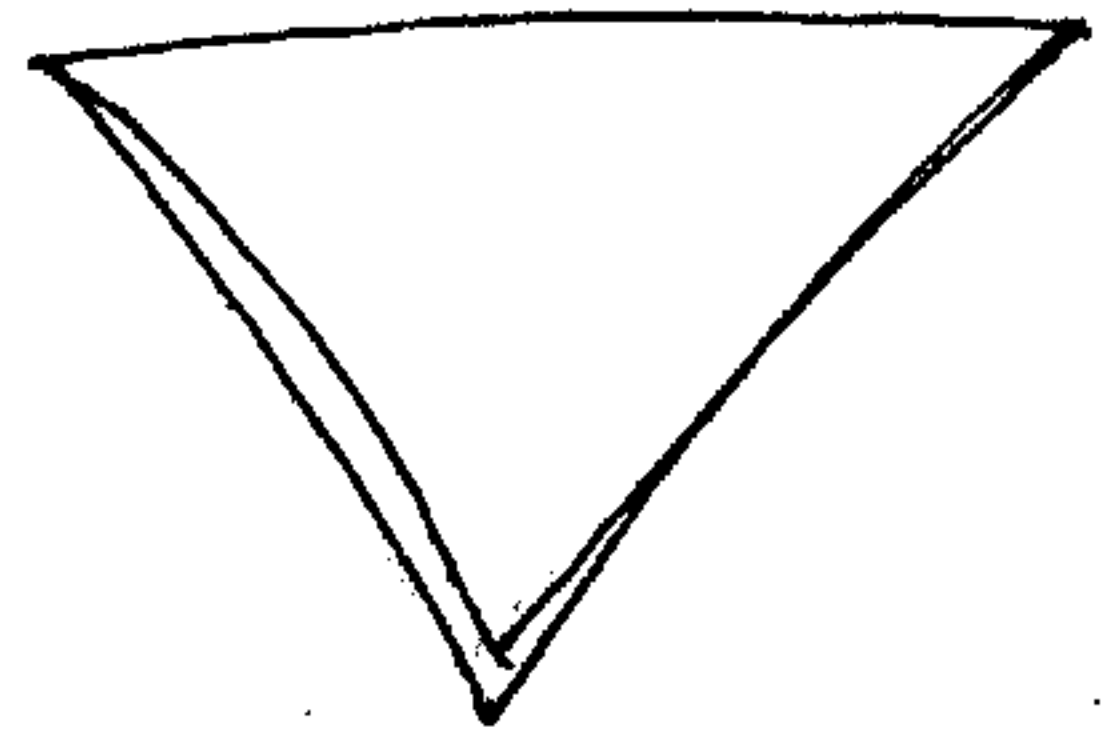
Term: 1
Day: 1

Fun Activity

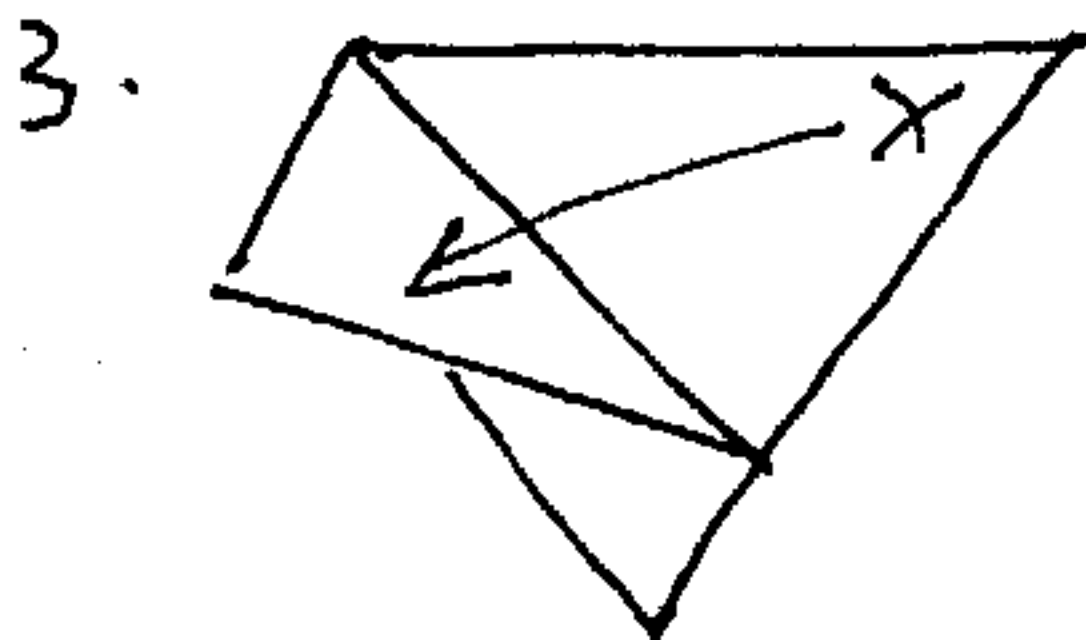
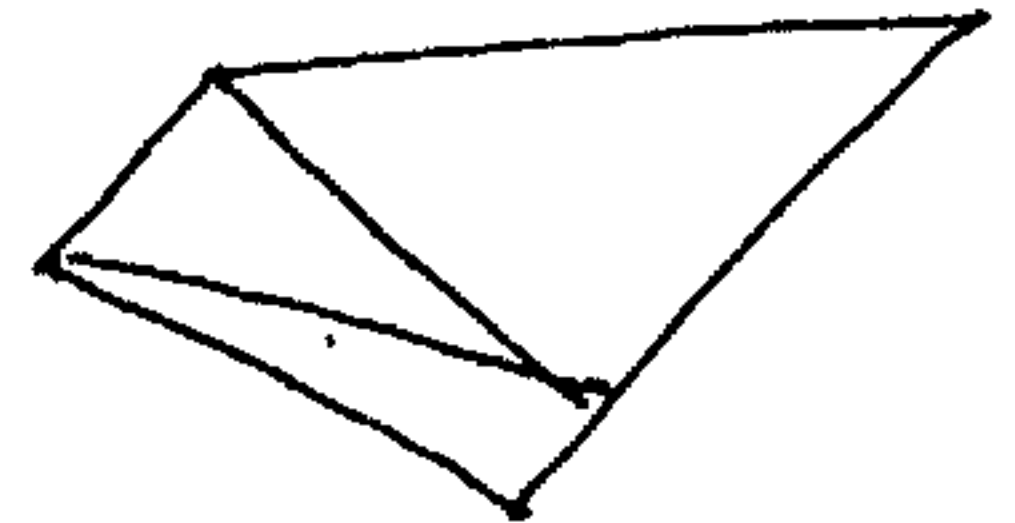
Follow the direction to make a cap
Teacher: Child will need a 21" square of newspaper



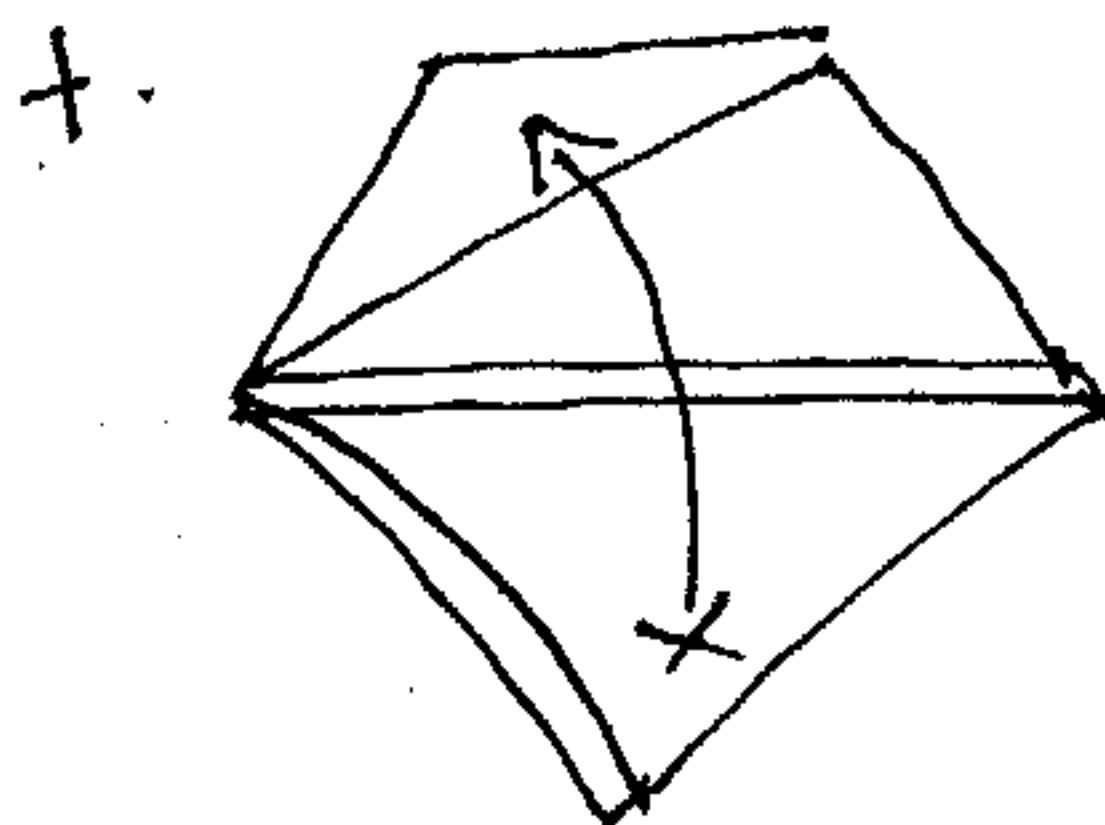
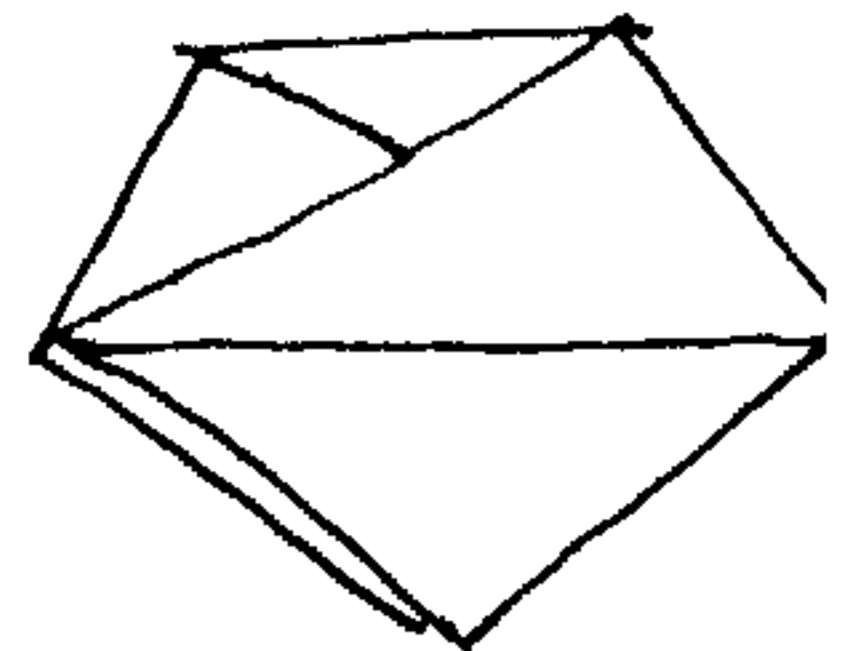
Fold corner
to corner



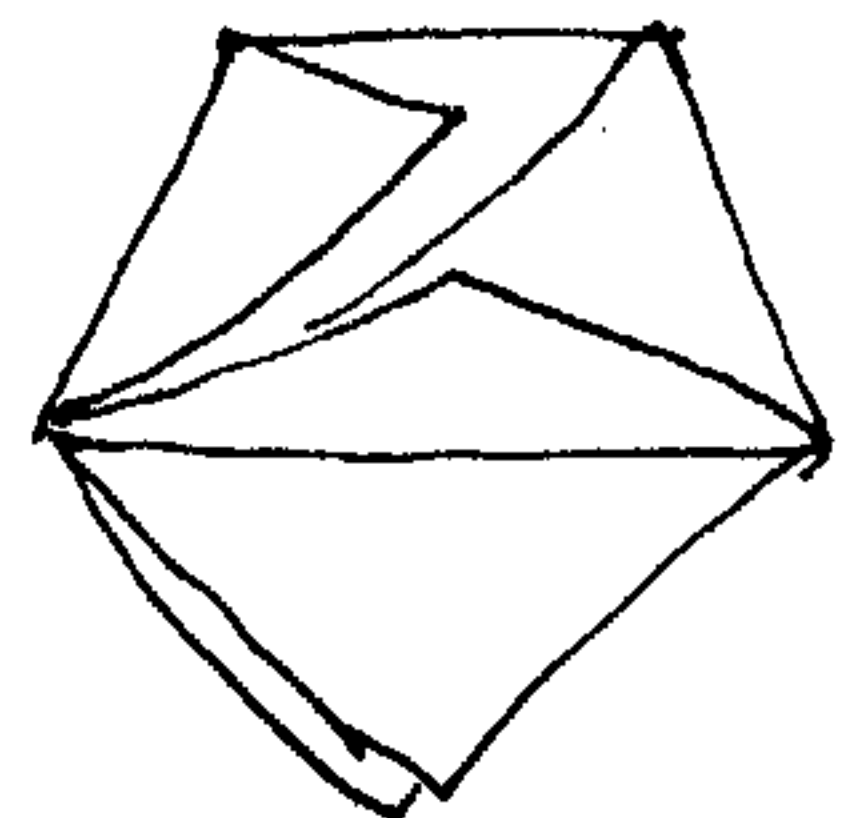
Fold left corner
to middle of
other



Fold right corner
to the other side



Fold one bottom
piece up.

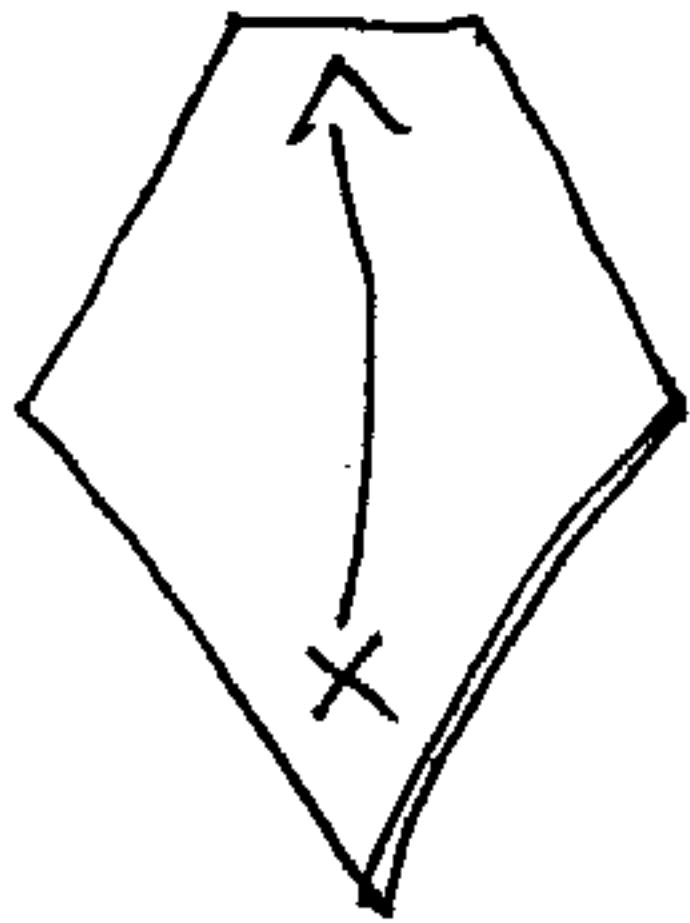


Worksheet

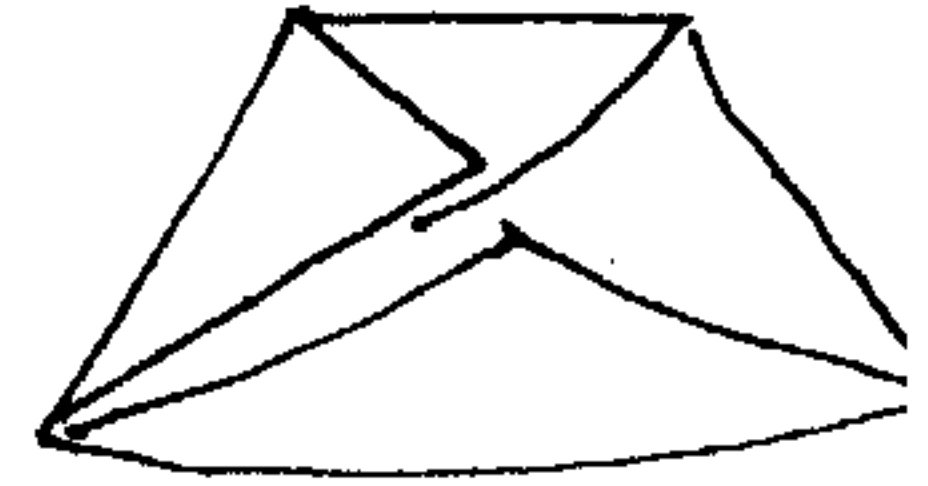
Level: Nur
Week: 3

Term: 1
Day: 1

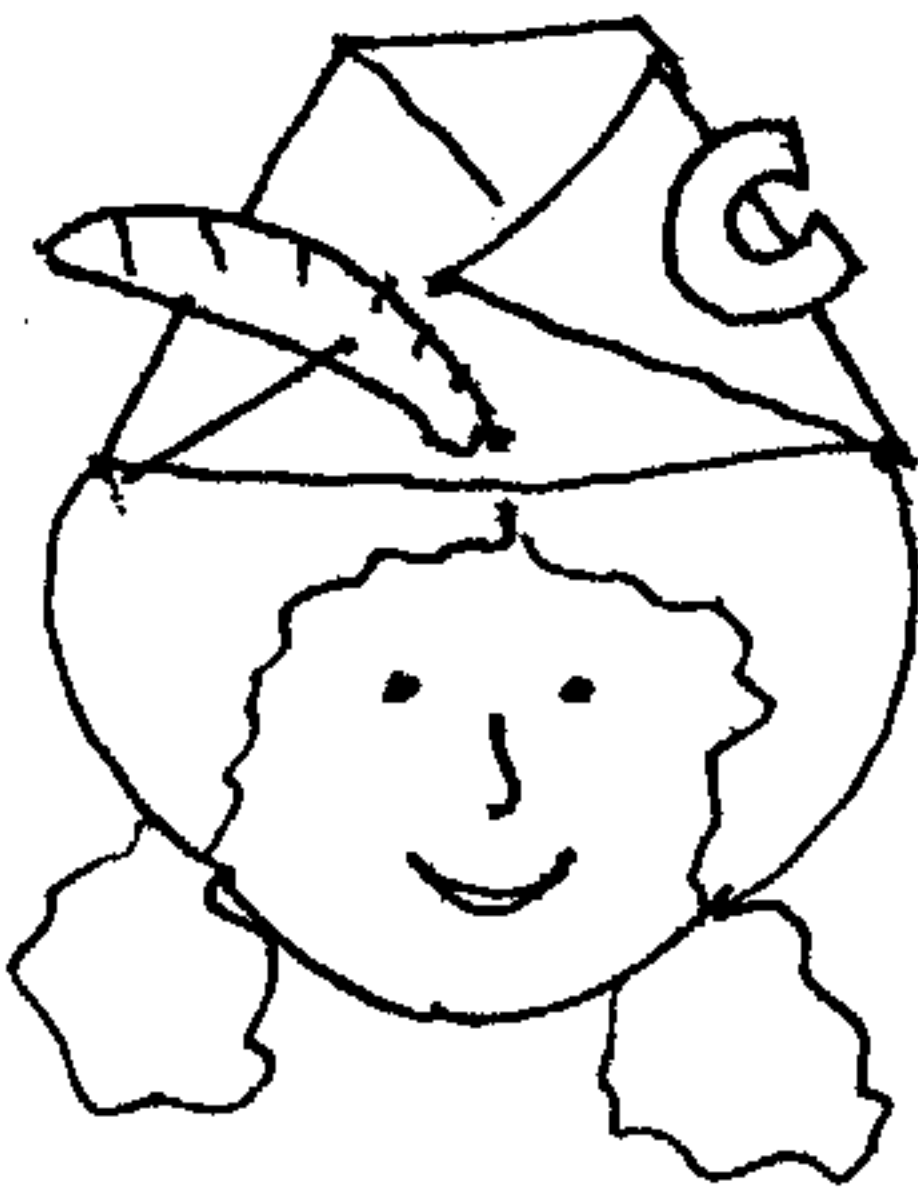
Fun Activity



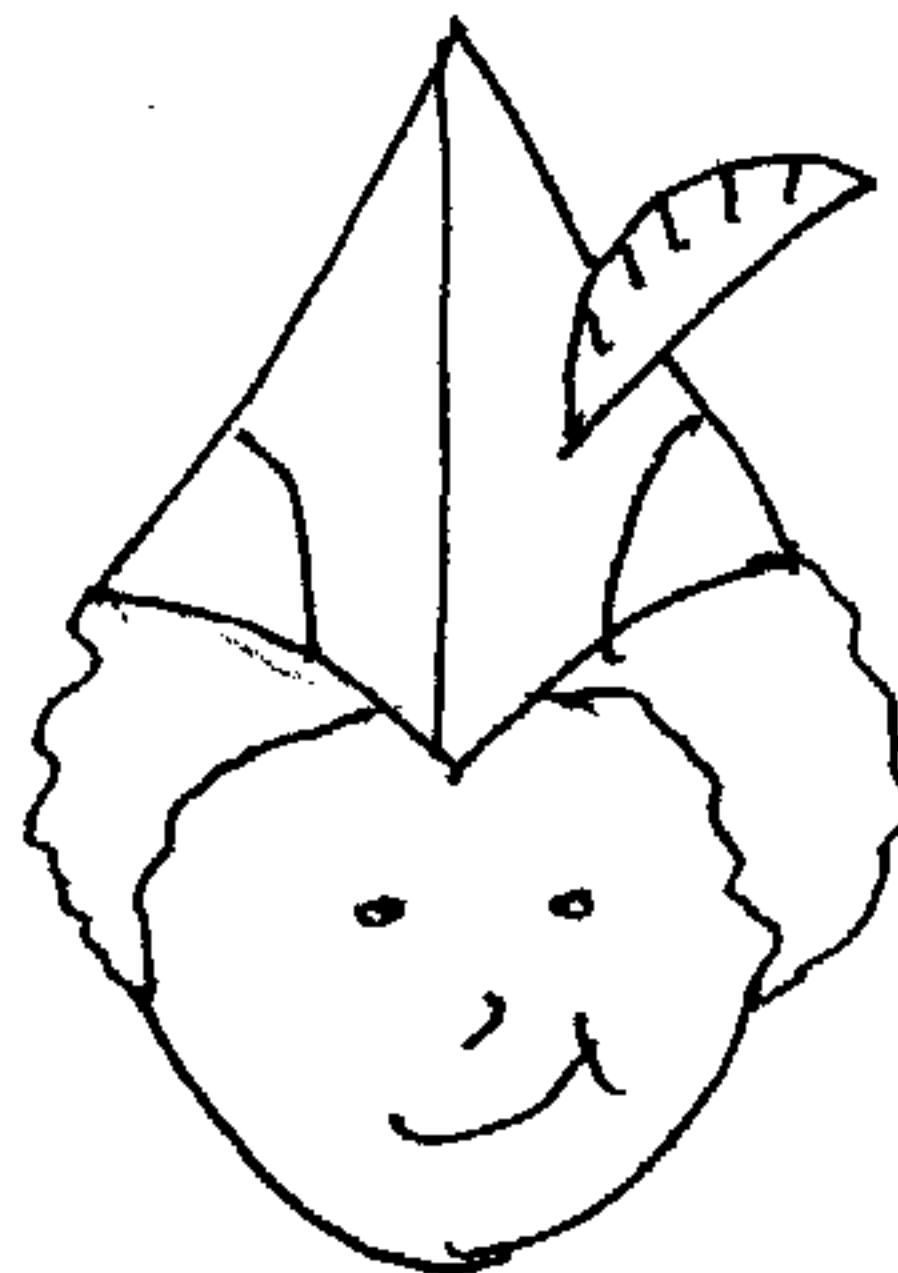
Turn your hat over.
Fold up the other
bottom piece.



Now wear it!



or



C

cap

Lesson Plan

Communication

Level: Nursery

Term: 1

Week: 3

Day: 2

1. **Objectives:** Awareness and knowledge of our country
2. **Function:** Group lesson related to the topic of the month.
3. **Activity:** In the August celebration:
 - Dressing in provincial dresses.
 - Singing National Songs.
4. **Material:** Puzzle map of Pakistan, Pictures of Quaid-e-Azam & Allama Iqbal, Charts Posters handicrafts currency etc.

5. **Procedure:**

Task A. General awareness and knowledge.

a. **Preparation:**

The children will be told about

b. **Introduction**

- Draw or talk about the national heroes game flower crops and currency of Pakistan.
- Display with basic information about Pakistan on the soft board.
- Discuss the topic and check the vocabulary if it is needed.

c. **Listening:**

Play the cassette of national songs and let the children listen to it.

d. **Singing:**

They will sing along with the cassette. You should also join them and sing in full ten and rhythm. (More than once.)

e. **Group work:**

Divide the class into two groups. One group can do the national song and one group can display the provincial dress show.

Lesson Plan

Communication

Level: Nursery
Term: 1
Week: 3
Day: 3

1. **Objectives:** The children will be able to
 - Compare things and notice the differences.
 - Visual discrimination.
 2. **Function:** Demonstration of small circle time.
 3. **Activity:** Colour the big one's and Circle the small ones.
 4. **Material:** Clay, Worksheets, pencils, colours and small and big objects.
-

5. **Procedure:**

- a. **Preparation:**
Demonstrate small and big objects and ask the children to compare small and big object. And tell the difference.
Your children can have a Assembly presentation on showing different objects, things fruits like an apple is small a water melon or a pumpkin is big.
- b. **Group work.**
One group can do the work sheet. The other group can do the clay work.

Task B Fun Activity

Clay Modeling
Making Big and Small Balls.

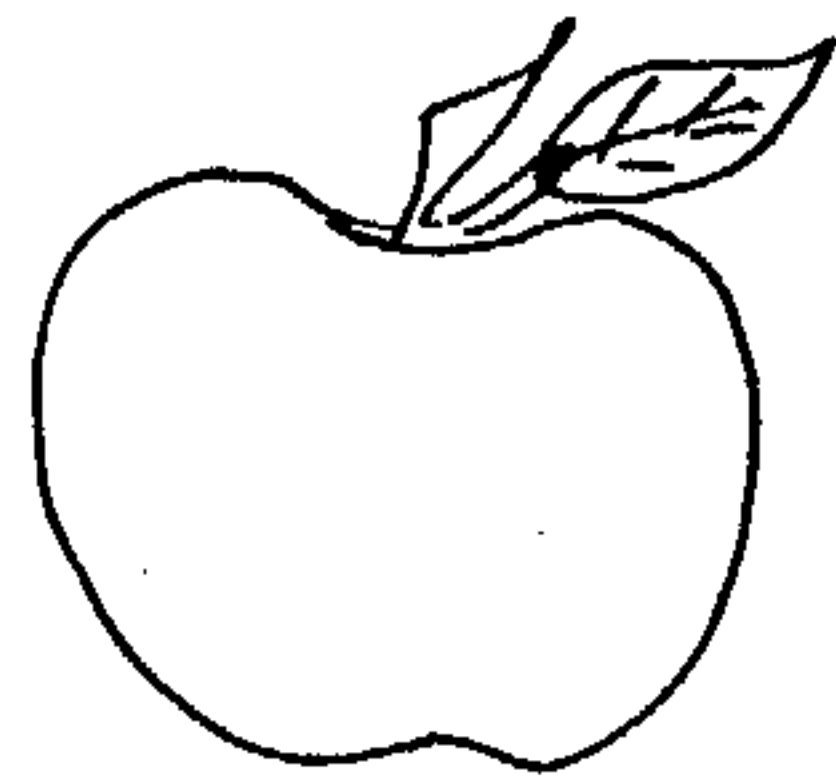
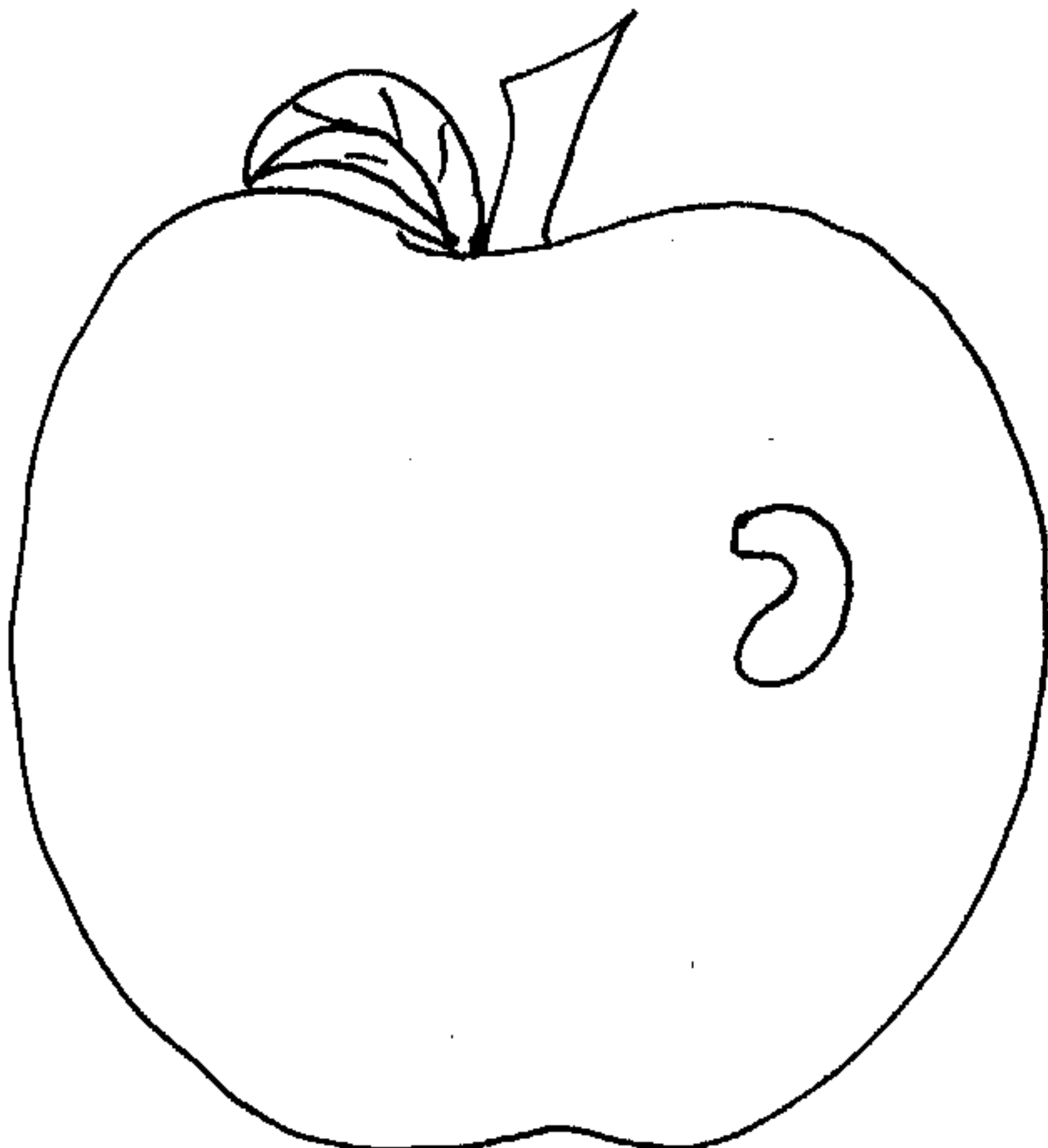
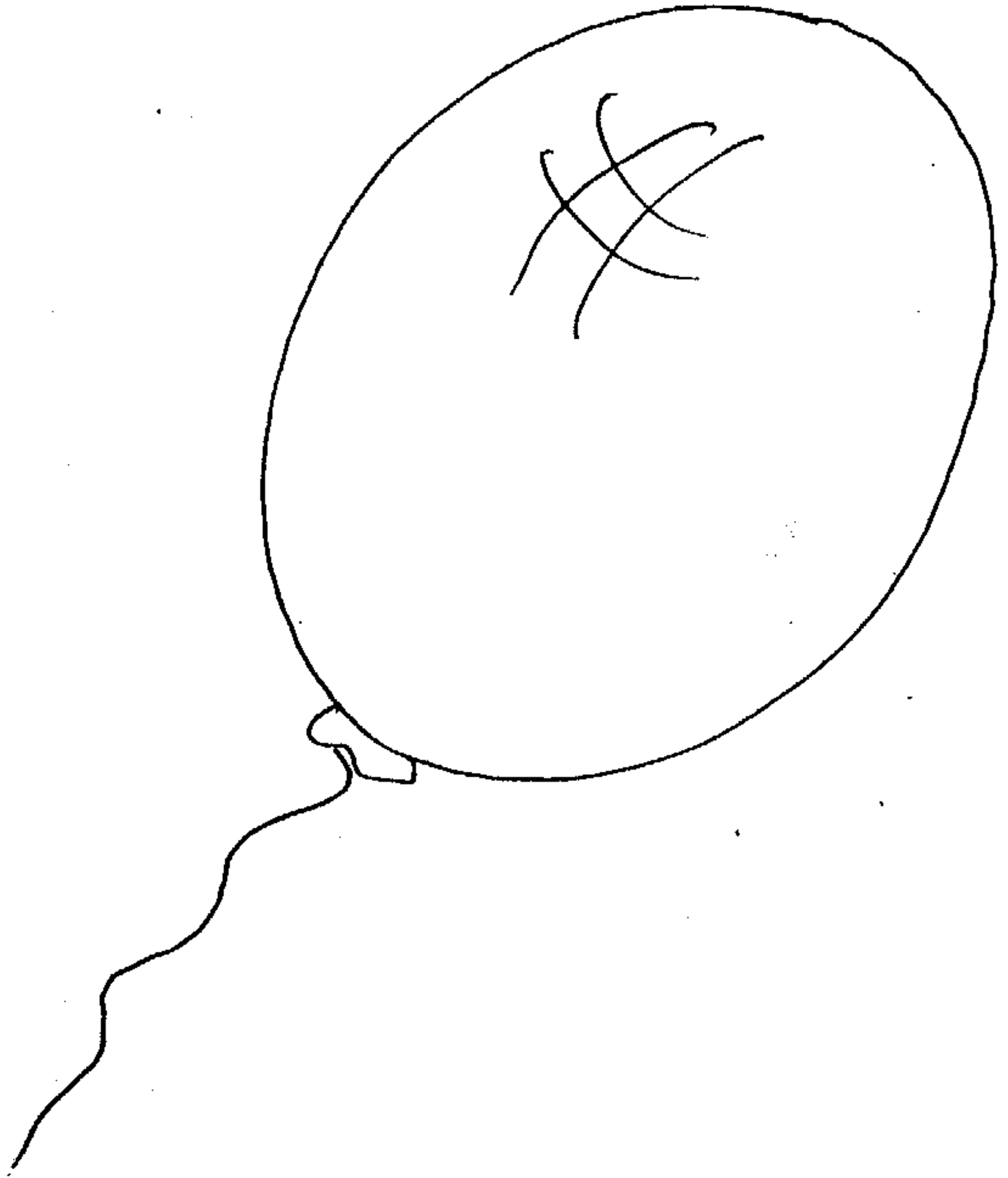
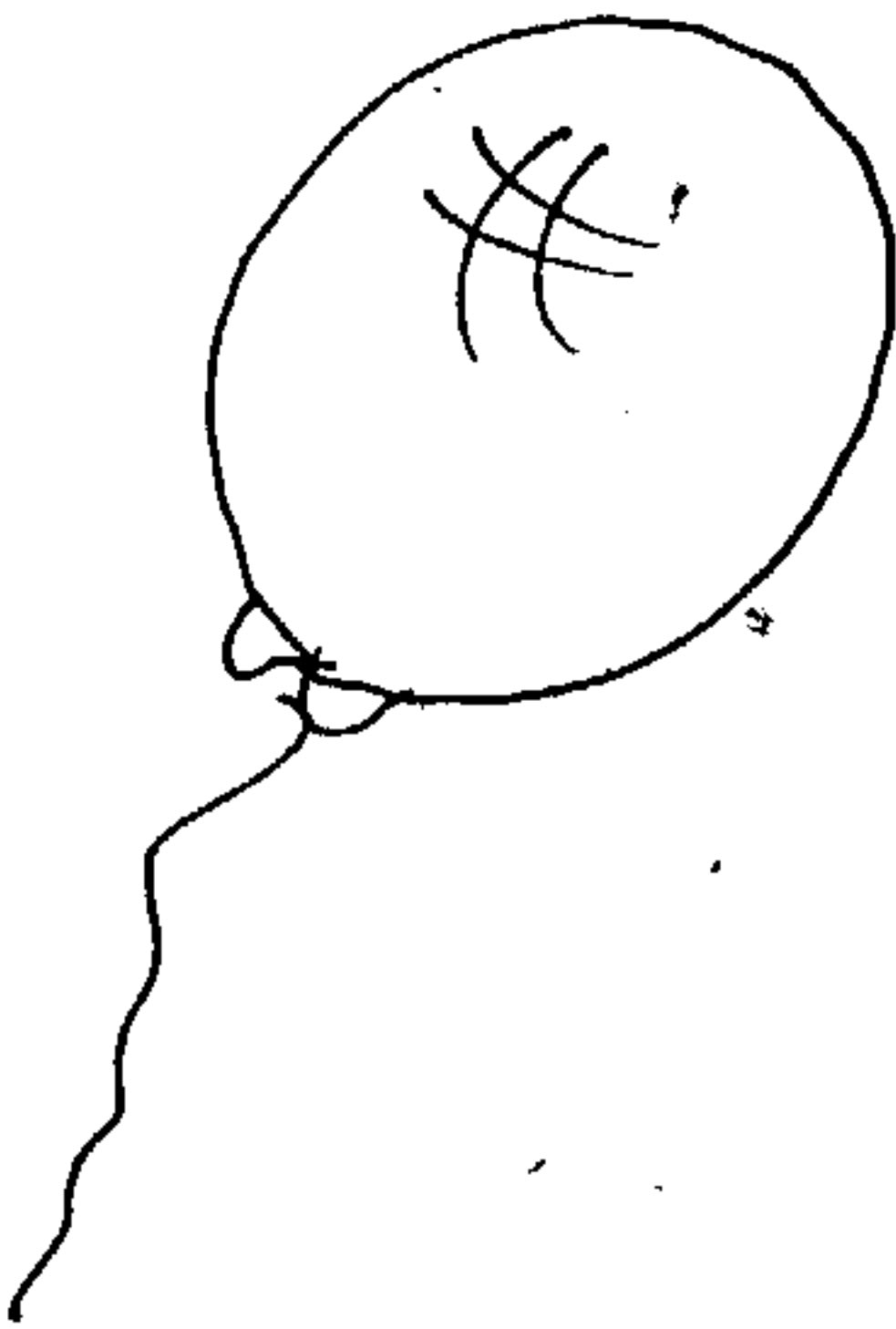
Worksheet

Level: Nur
Week: 3

Term: 1
Day: 3

Communication

colour the big one, circle the small one



Lesson Plan

Reading

Level: Nursery

Term: 1

Week: 3

Day: 3

1. **Objectives:** The children will be able to:
 - Practice reading aloud using expressions.
 - Read with fluency and correct pronunciation.
 2. **Skill:** Reading aloud and with understanding.
 3. **Topic:** Peter and Jane.
 4. **Material:** Text page (Peter and Jane) Worksheet.
-

5. **Procedure:**

a. **Asking Questions.**

Ask the children questions related to the text. They can even talk about the picture.

b. **Reading aloud.**

Distribute the text page, and read it aloud and talk about the picture. You read and the students will follow you in group reading.

c. **Individual Readings.**

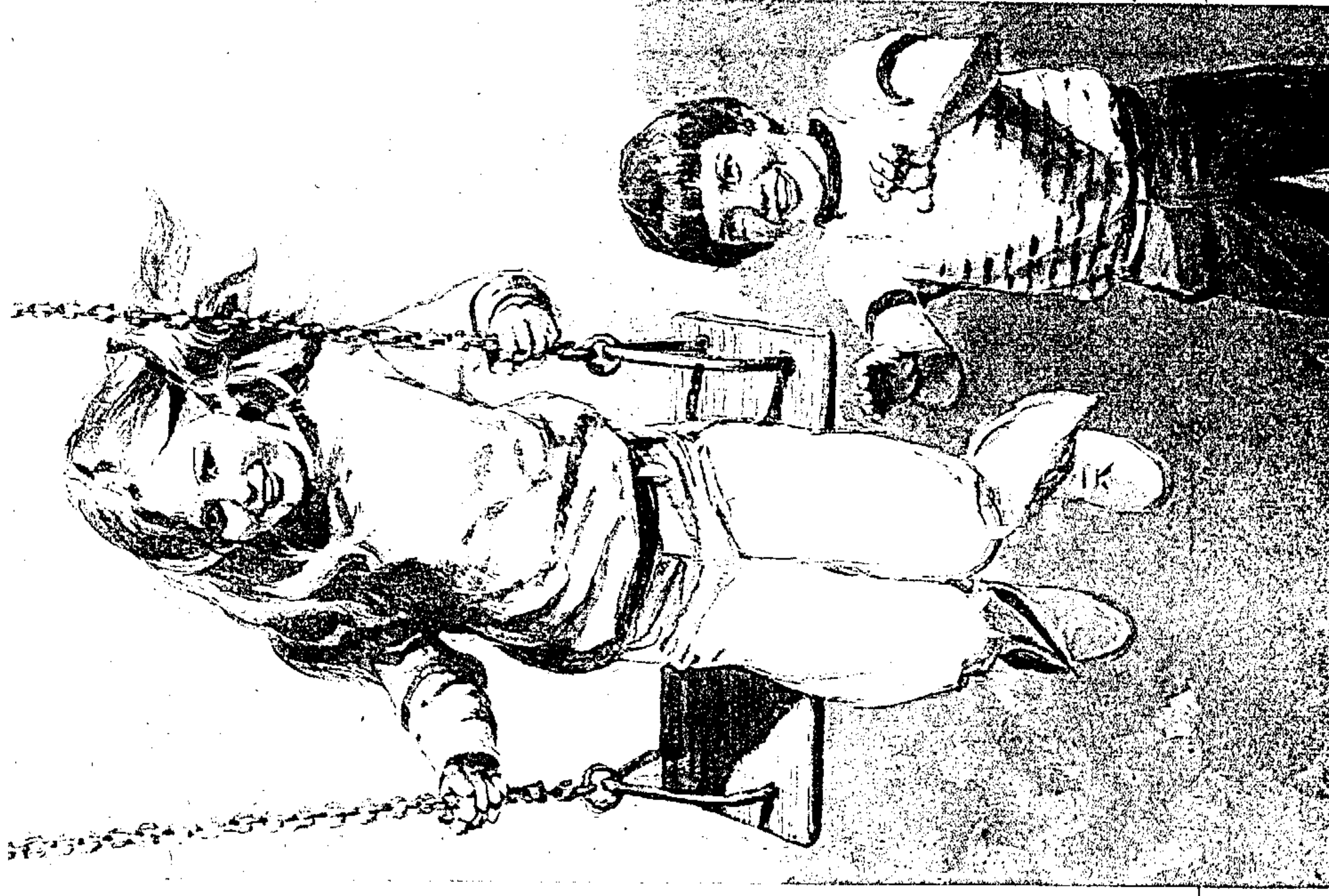
Task 1. Colour in the pictures.

Task 2. Draw free hand a boy and girl on a work sheet.

Peter and Jane

new word

and



Lesson Plan

Writing Tracing of C

Level: Nursery

Term: 1

Week: 3

Day: 4

1. **Objectives:** The learners will be able to:
 - Recognize the letter
 - Learn the sound of the letter.
 - Learn the correct formation of the letter.
 - Enrichment of vocabulary.
 2. **Function:** learning the correct formation
 3. **Activity:** Colouring in the associated pictures.
 4. **Material:** Worksheets.
-

5. **Procedure:**

a. **Preparation:**

- Ask your learners to pick the pictures and objects beginning with the sound and letter C.
- To help children link written letter with its sound and have a letter corner. Find a surface that the child can reach a small table; or a low shelf in the class room and place flash card on it.

Find as many items as you can that begin with the 'sound' and place them in letter corner.

b. **Pair work or Group work.**

One Group can work with the matching objects, and attend group can do the work sheets.

c. **Work Sheets.**

Ask them to trace the letter C on the dotted line from the given point and colouring in the associated pictures.

6. **Following up:**

Tracing of letter on the slates or black board.

Worksheet

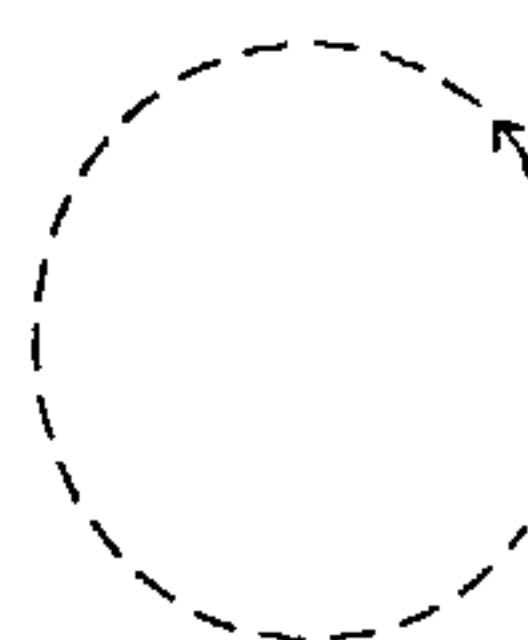
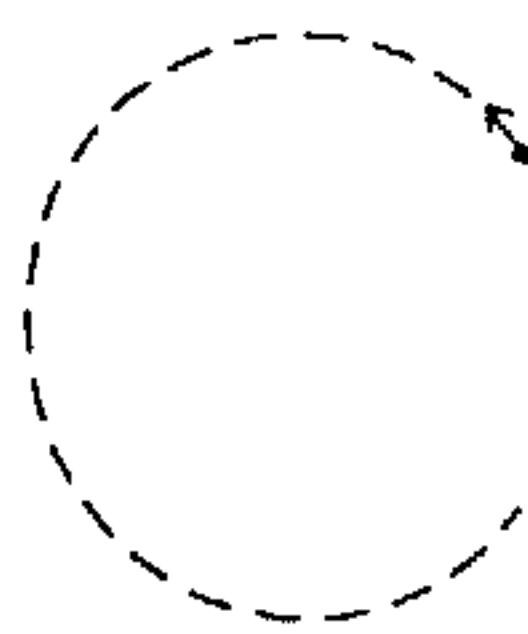
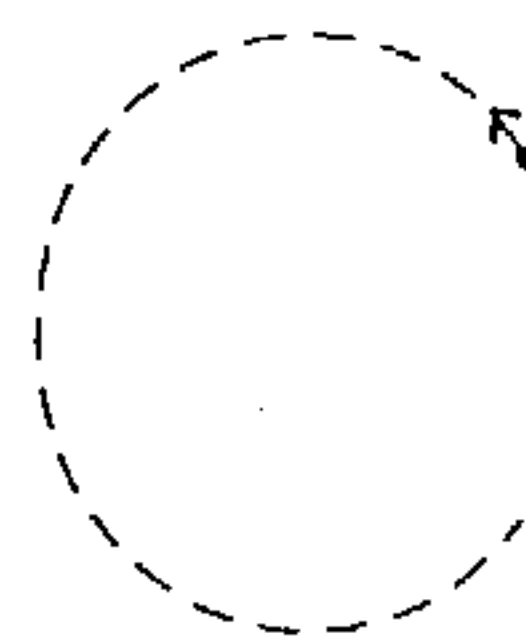
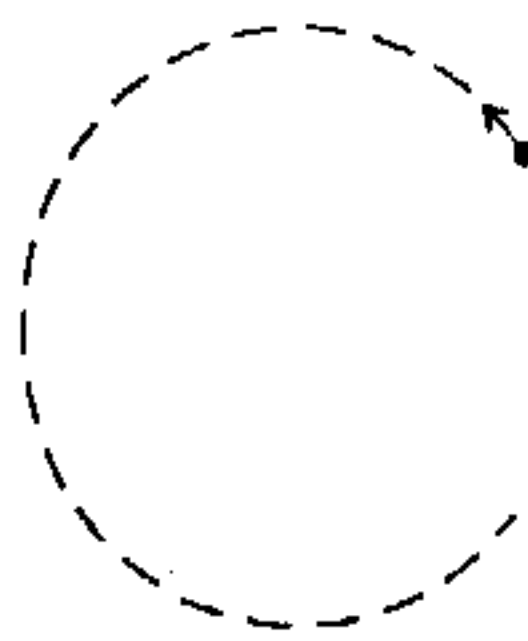
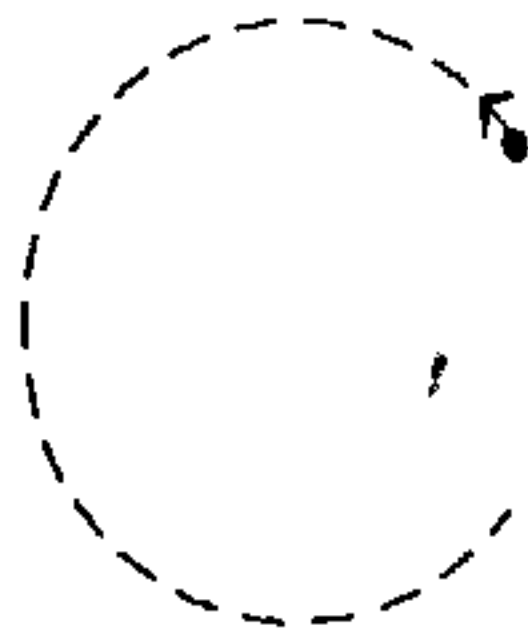
Level: *Nursery*
Week: 3

Term: 1
Day: 4

Date: _____

Day: _____

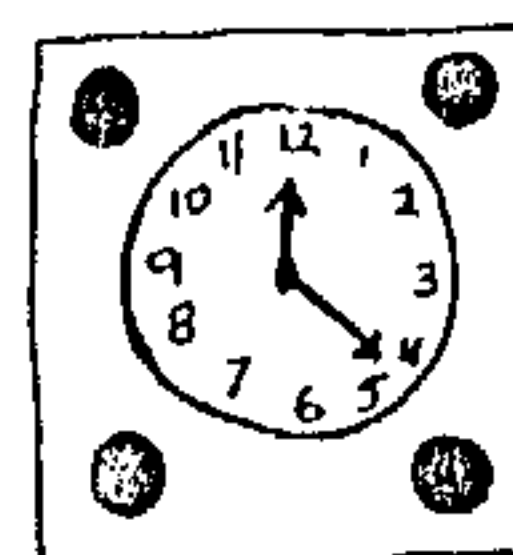
Join the dotted 'c'



candle



camera



clock

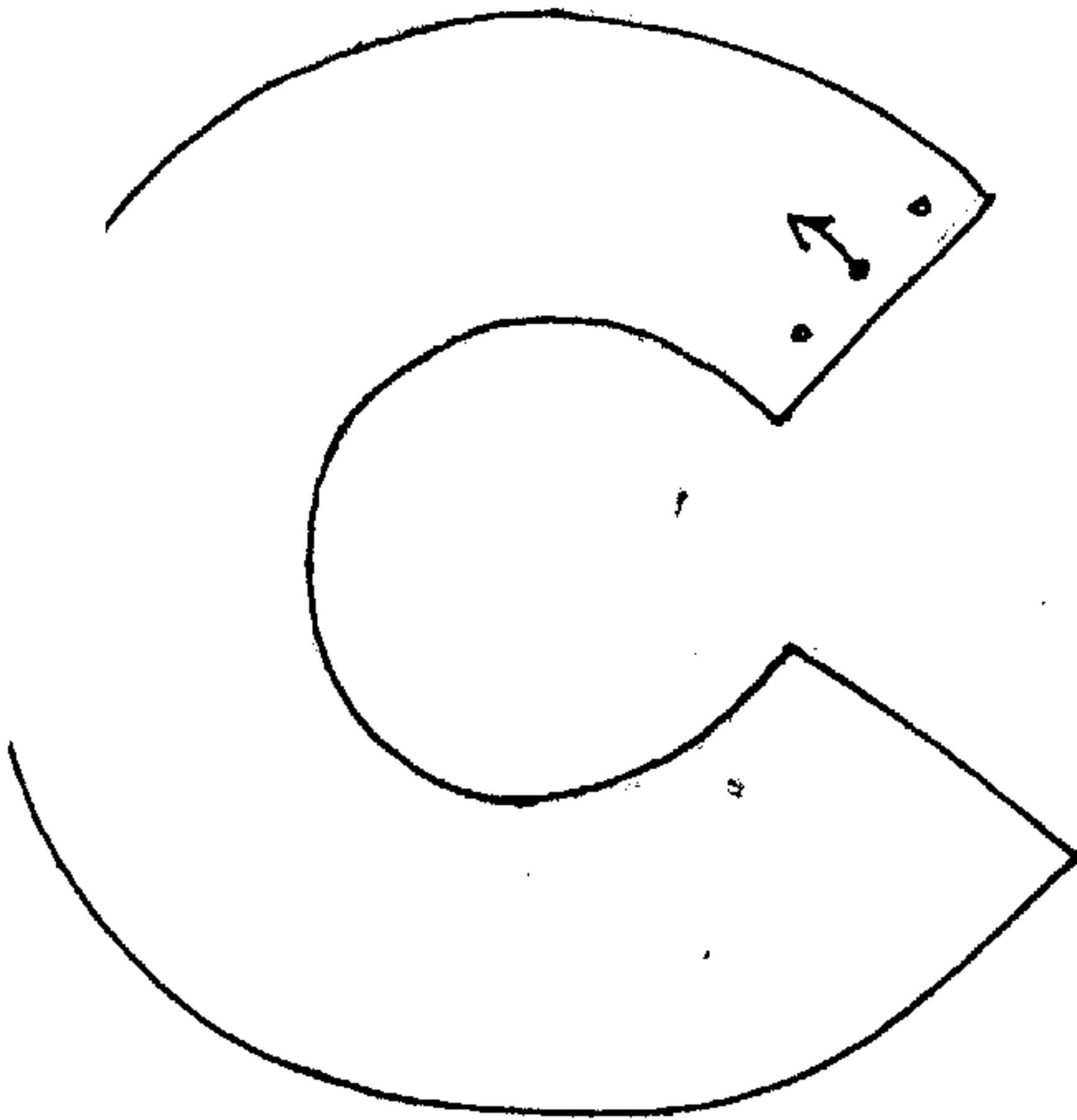
Worksheet

Level: Nur
Week: 3

Term: 1
Day: 4

writing

trace and colour



cap



cup



clown



cat



car



carrot



caterpillar

Lesson Plan

Writing

Level: Nursery

Term: 1

Week: 3

Day: 5

1. **Objectives:** the learners will be able to:
 - Recognize the letter
 - Learn the sound of the letter
 - Learn the Correct formation of the letter.
 - Enrichment of vocabulary.
 2. **Function:** Learning the correct formation.
 3. **Activity:** Colouring in the associated pictures.
 4. **Material:** Work sheets pencils and colours.
-

5. **Procedure:**

- a. **Preparation:**
Ask your learners to sort the pictures and objects beginning with the letter l
To help child link written letter with its sound have a letter corner.
- b. **Group work.**
- c. **Work sheet.**

6. **Following up:**

Independent writing of letter l on the Black board or sheets.

Worksheet

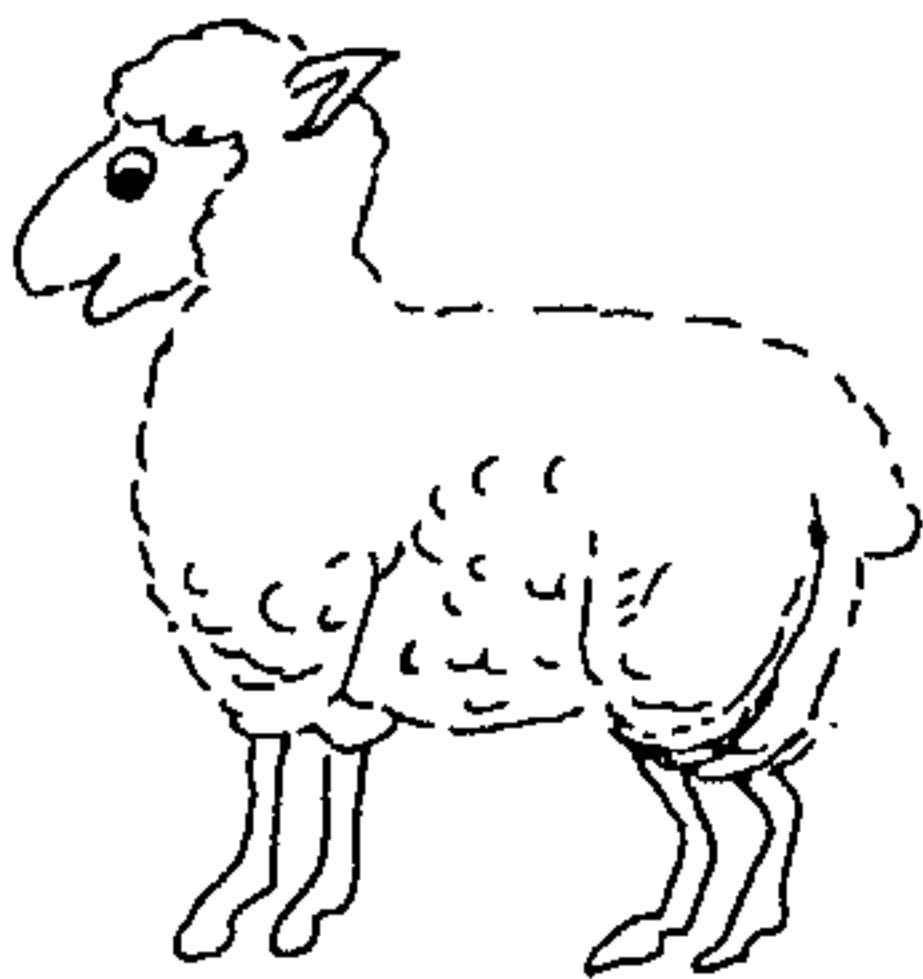
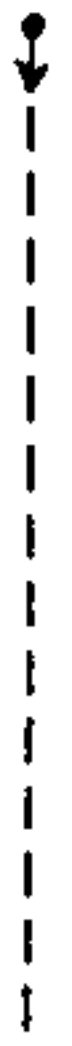
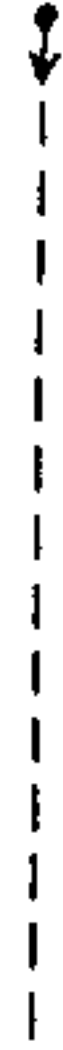
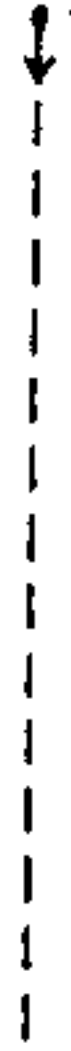
Level: Nursery
Week: 3

Term: 1
Day: 5

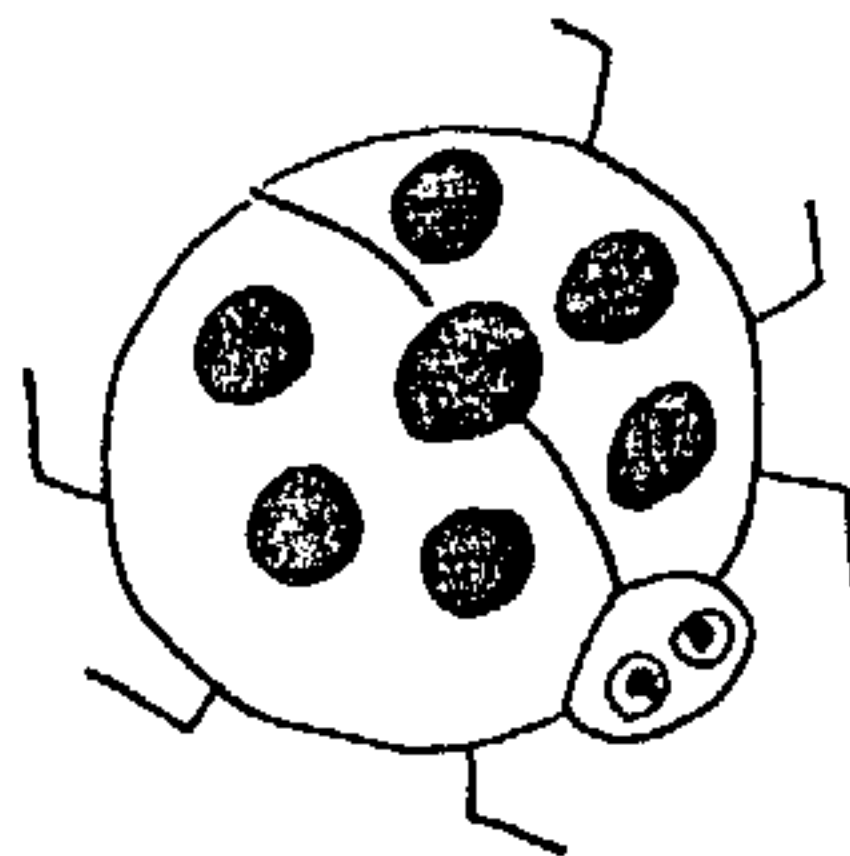
Date: _____

Day: _____

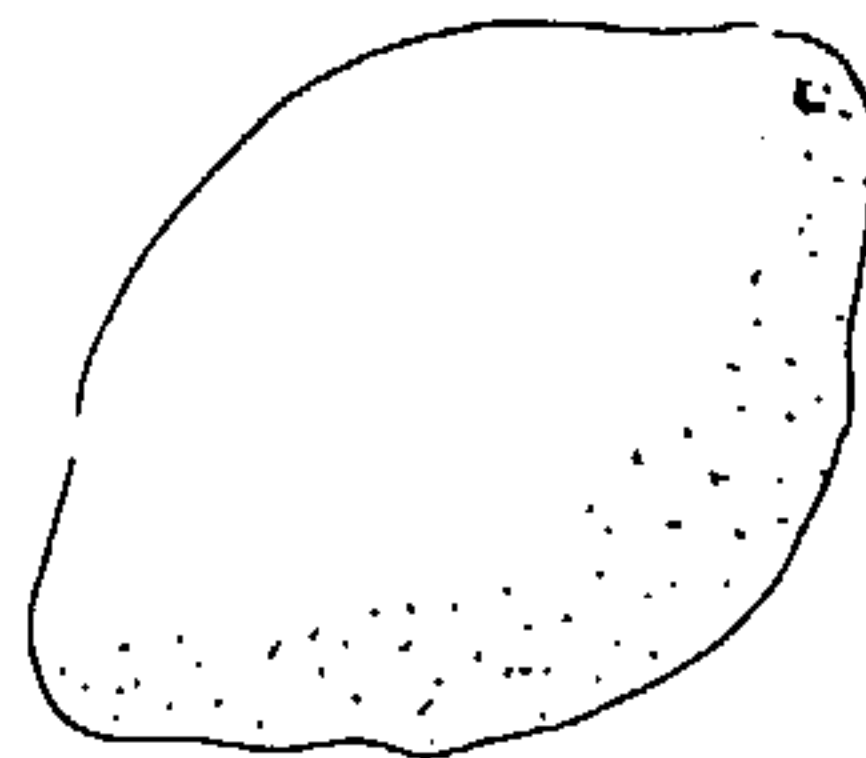
Join the dotted 'l'



lamb



ladybird



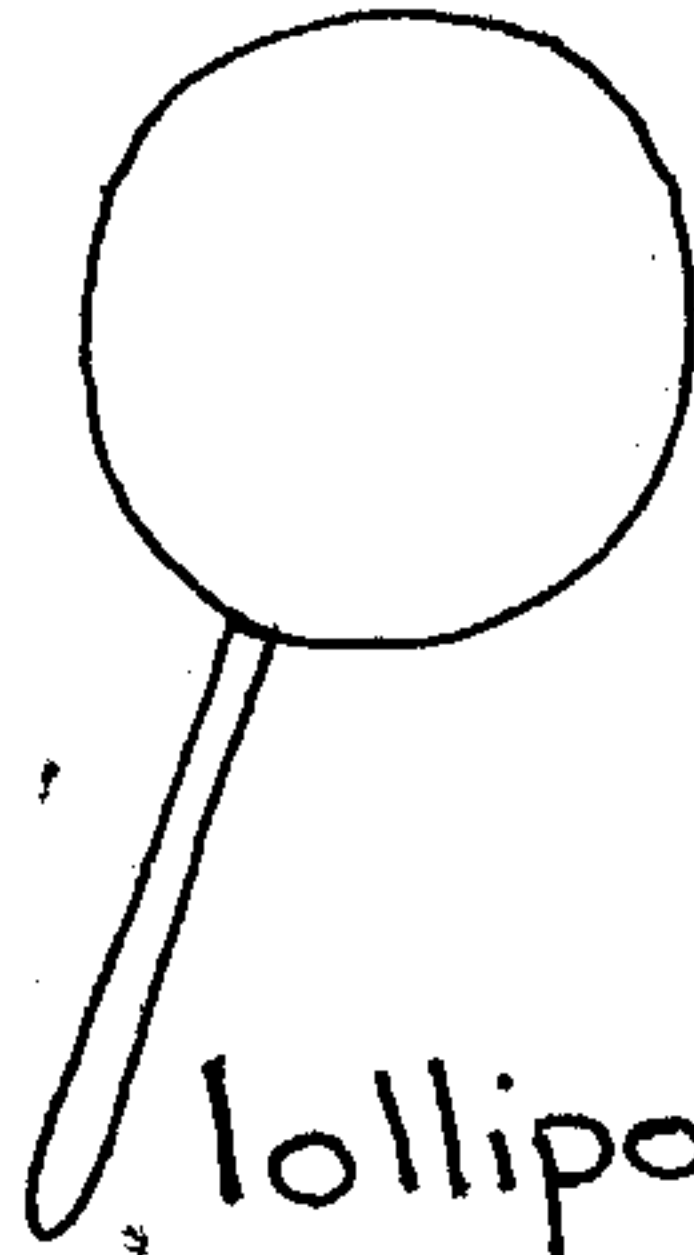
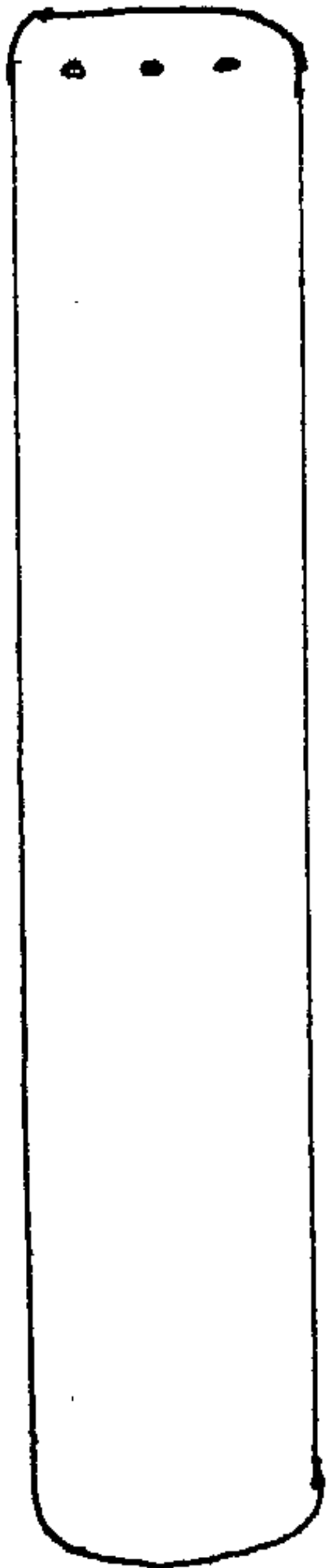
lemon

Worksheet

Level: Nur
Week: 3

Term: 1
Day: 5

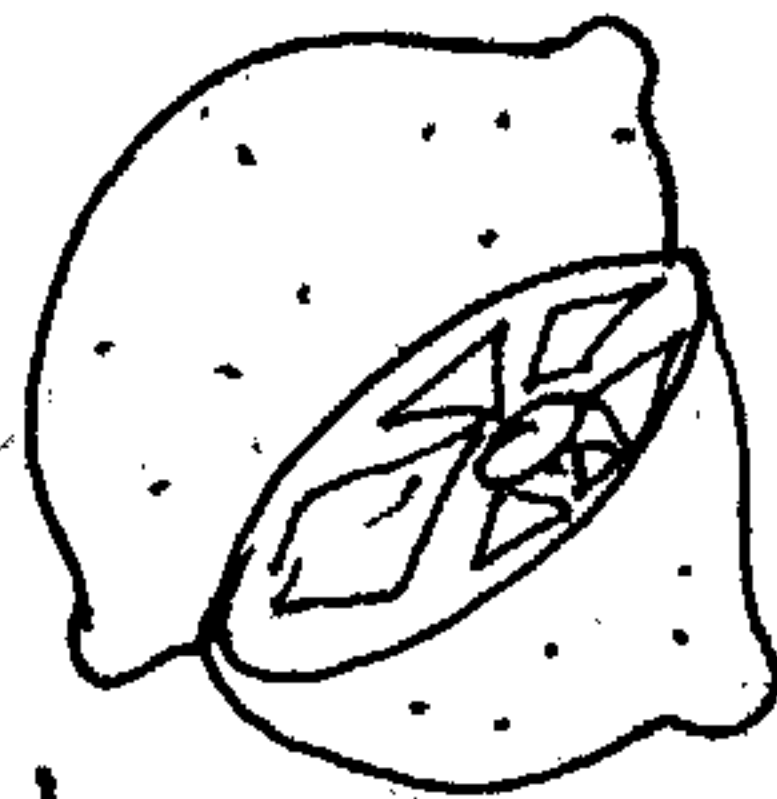
writing



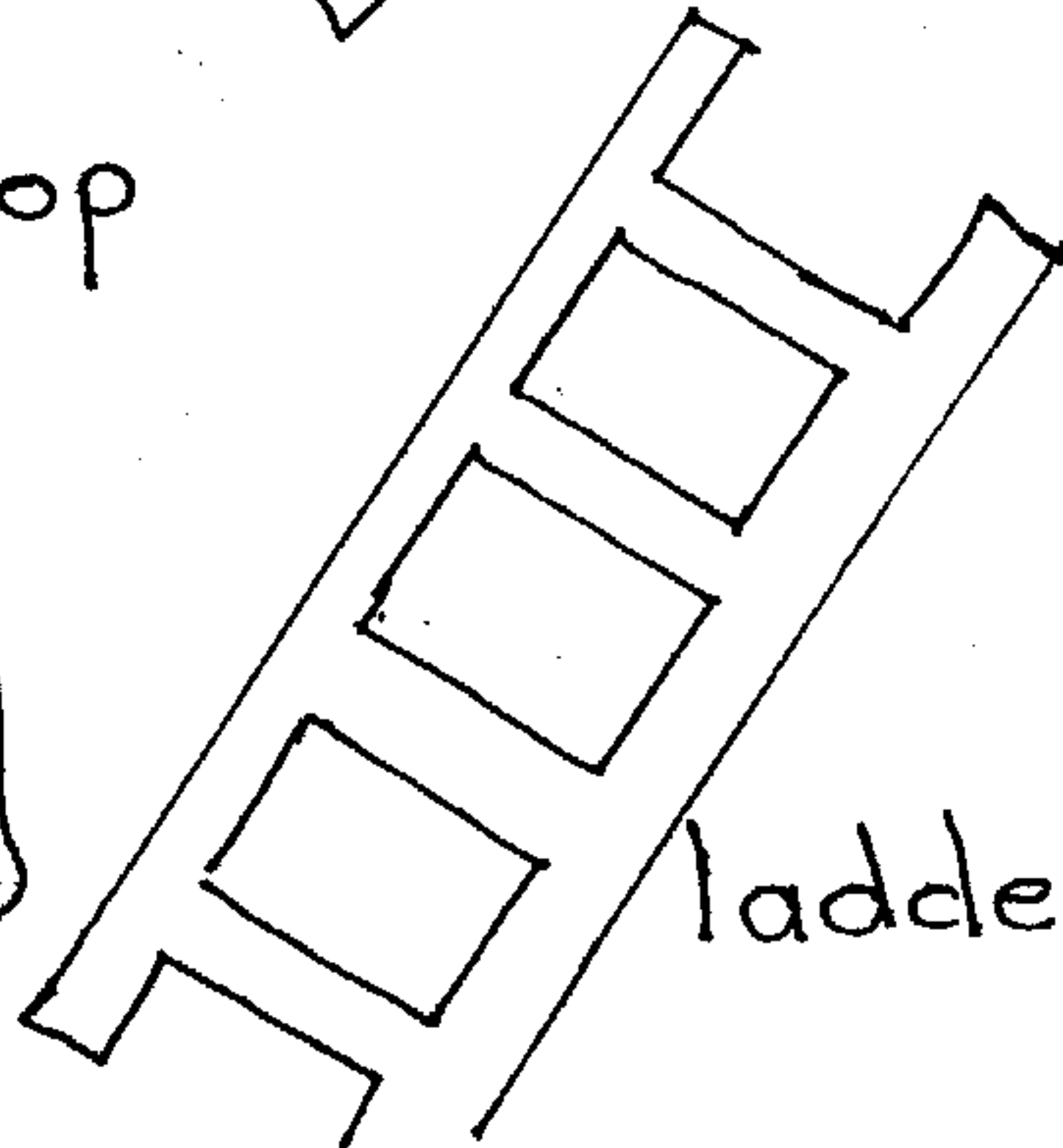
lollipop



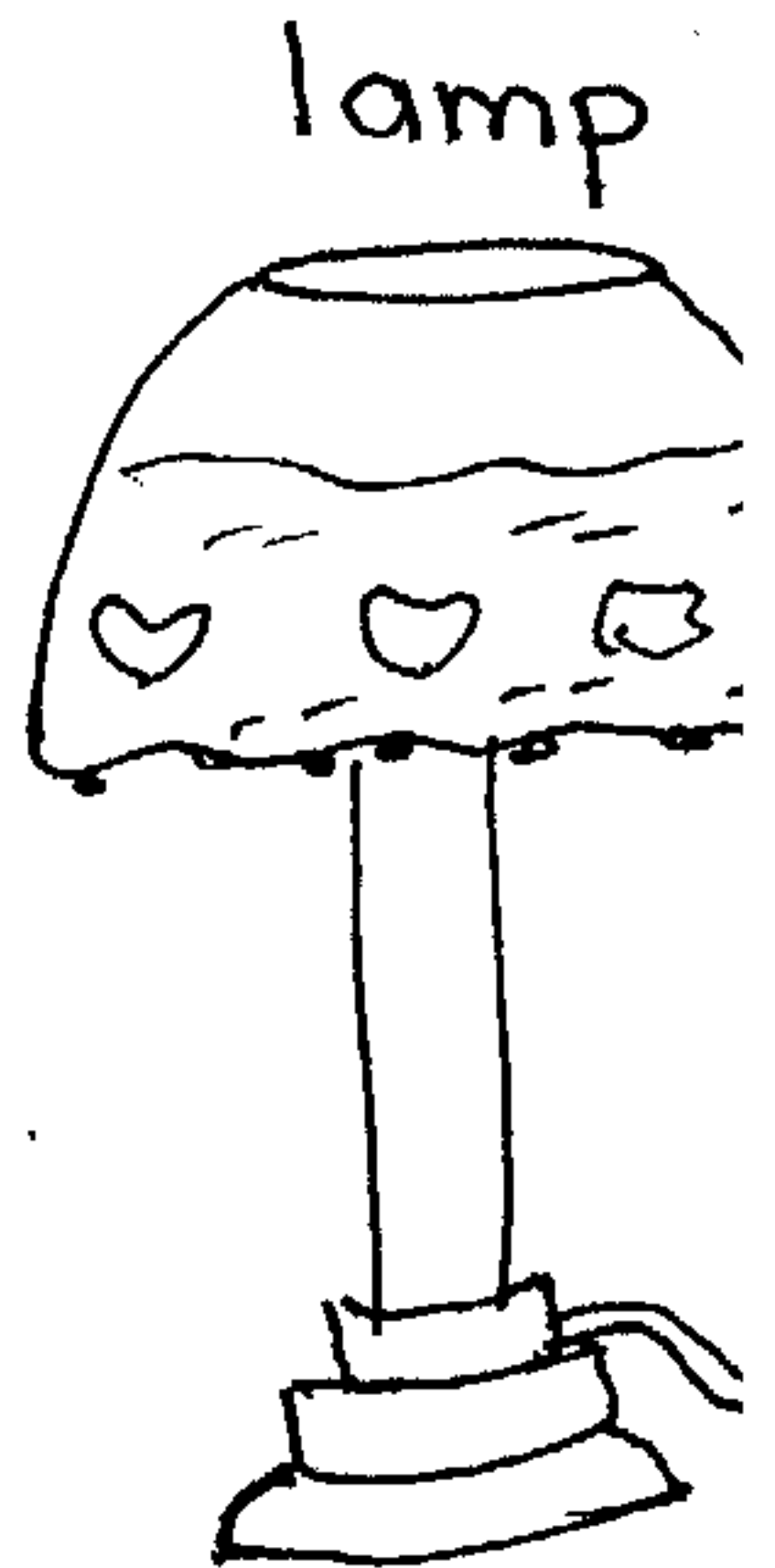
leaf



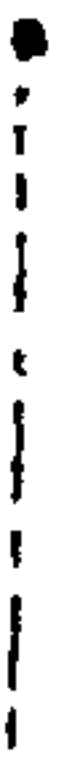
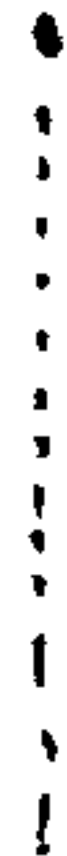
lemon



ladder



lamp



Lesson Plan

Writing

Level: Nursery

Term: 1

Week: 3

Day: 6

1. **Objectives:** the learners will be able to:
 - Recognize the letter
 - Learn the sound of the letter
 - Learn the Correct formation of the letter.
 - Enrichment of vocabulary.
 2. **Function:** Learning the correct formation of O.
 3. **Activity:** Colouring in the associated pictures.
 4. **Material:** Work sheets pencils and colours.
-

5. **Procedure:**

a. **Preparation:**

Ask your children to tell you the names of things starting with the letter O, later ask them to set the pictures and flash card related to the letter O.

To help them link written letter with its sound, have a letter corner.

b. **Group Work.**

Task B. Function Activity.

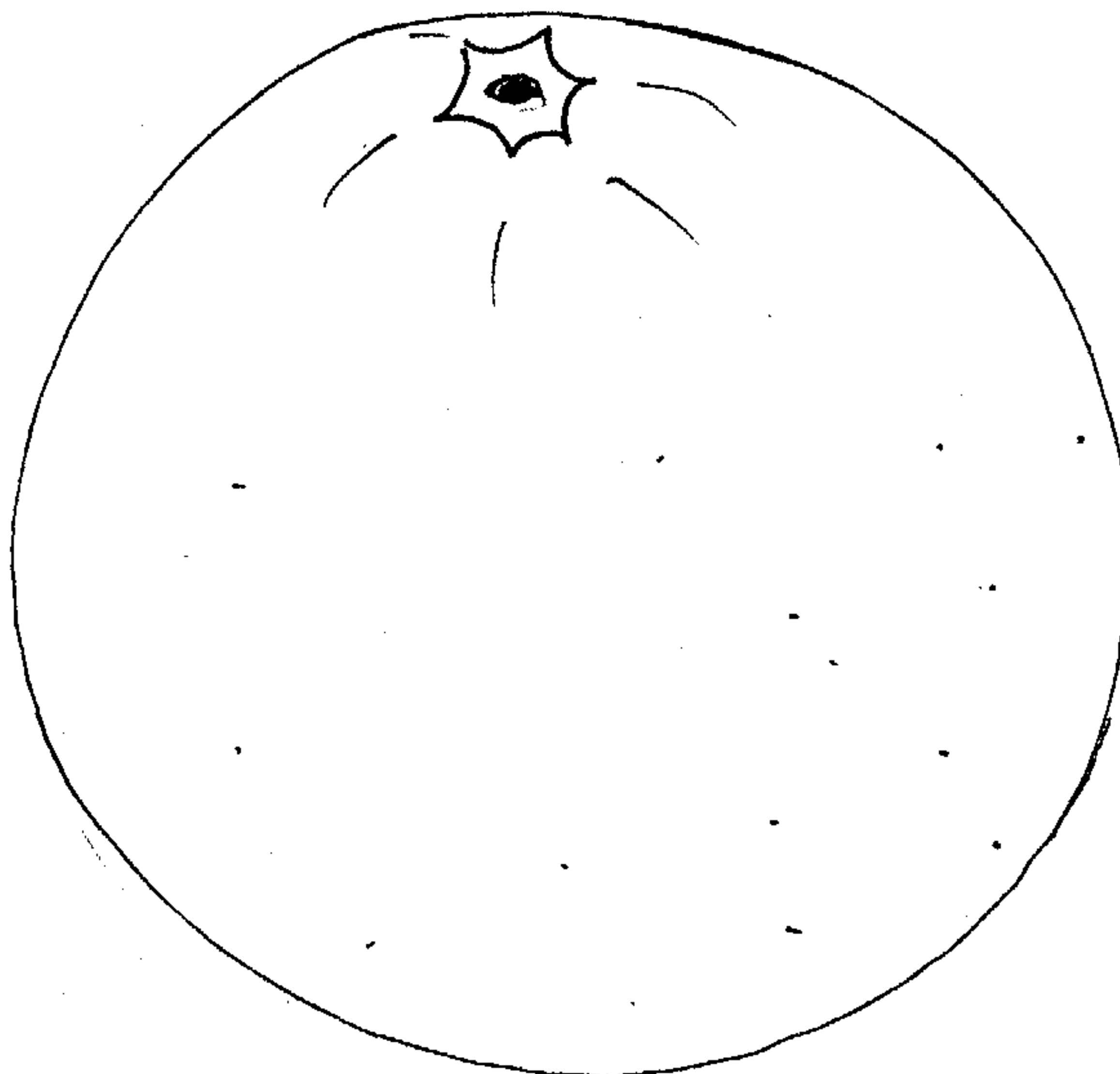
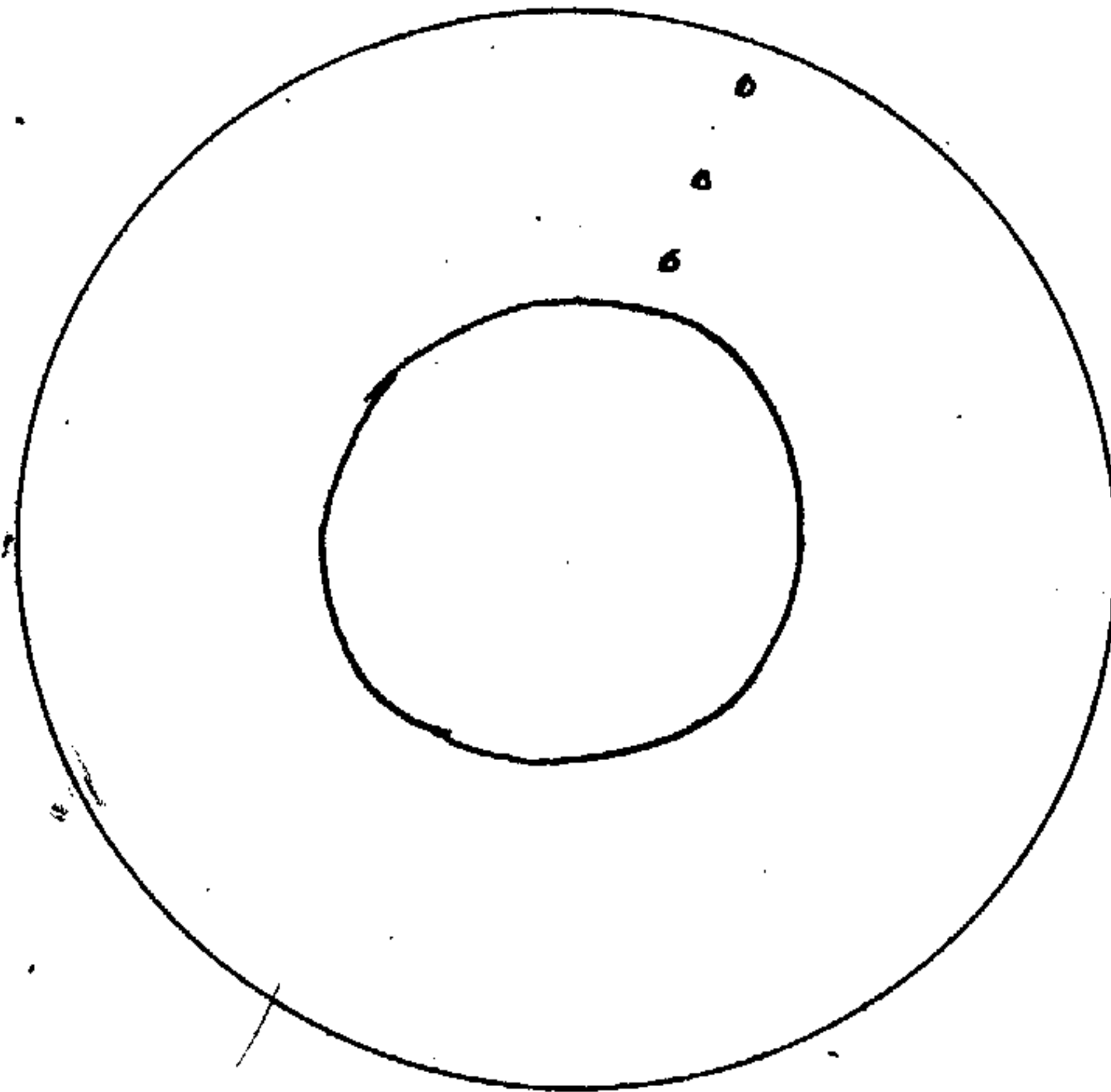
Pasting of Pulse on the cut out of an orange.

Worksheet

Level: Nur
Week: 3

Term: 1
Day: 6

Fun Activity
(pasting)



Worksheet

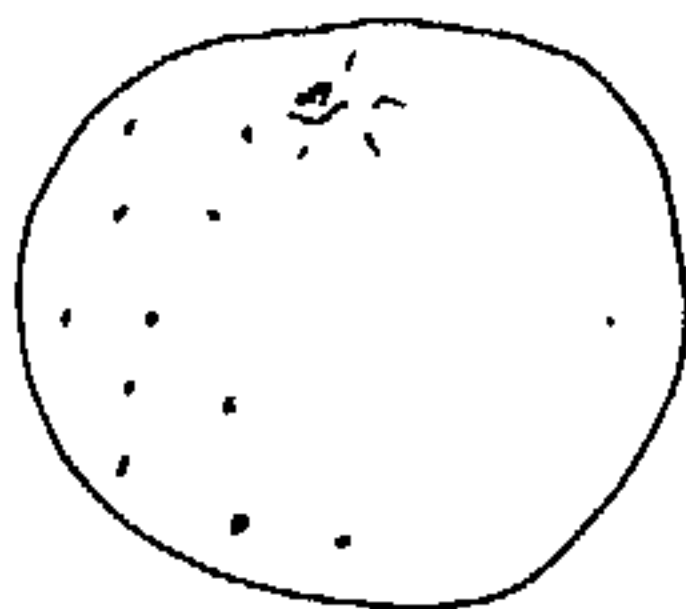
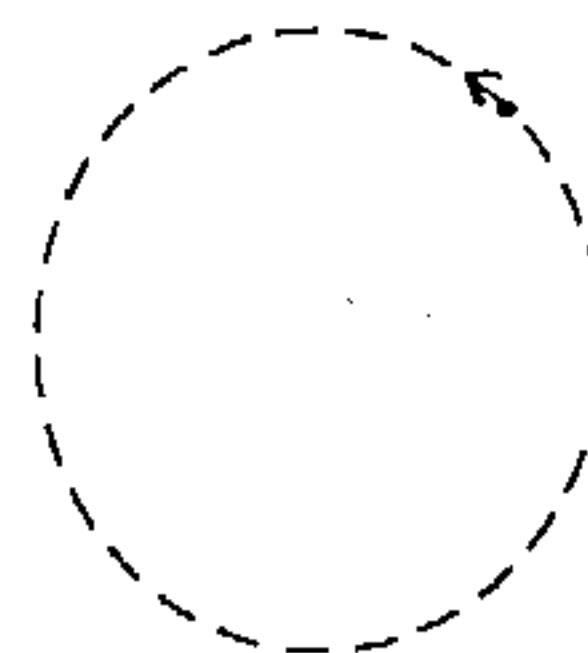
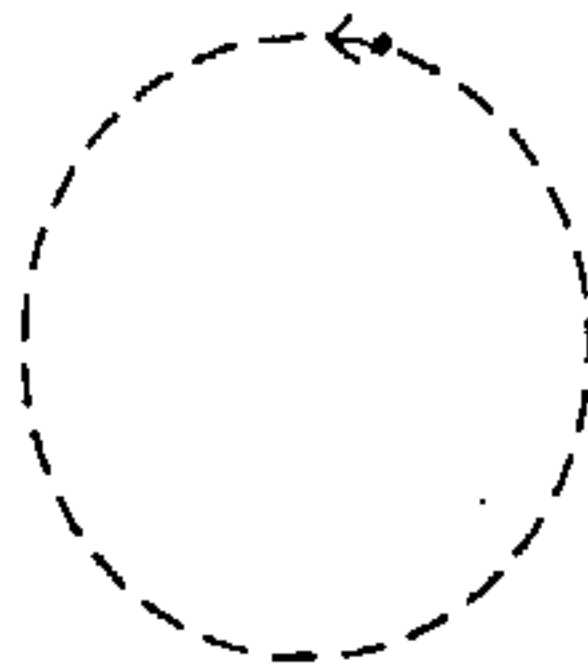
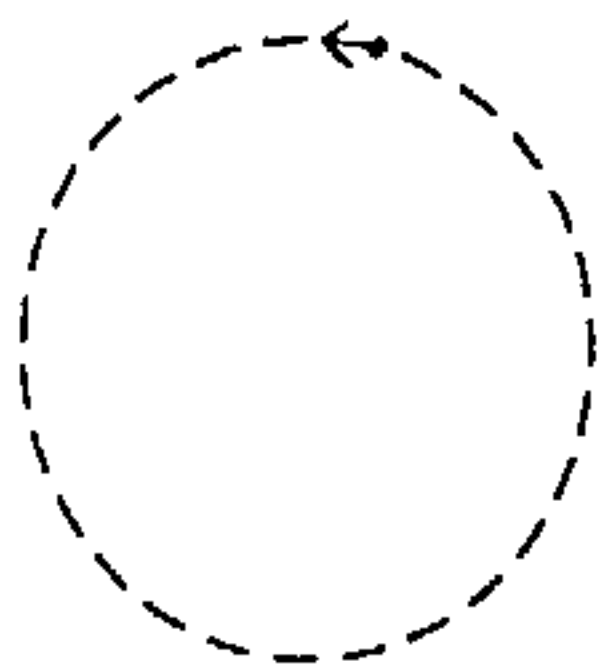
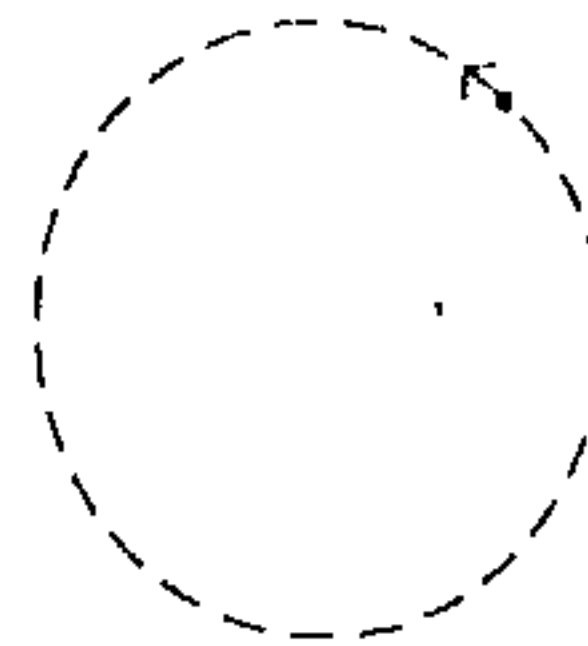
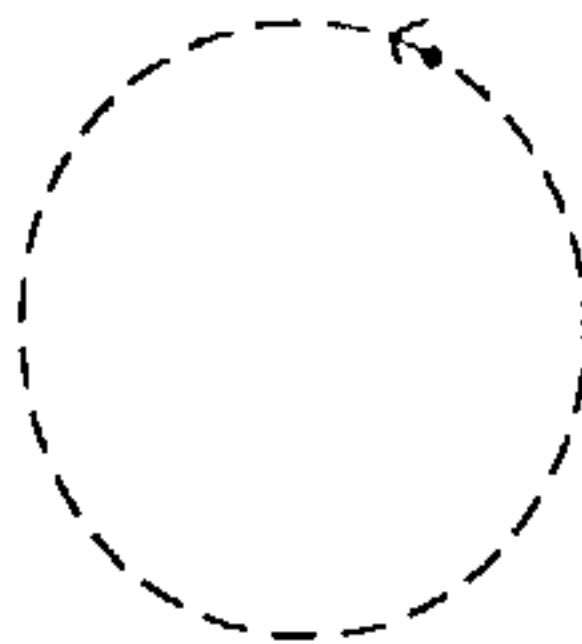
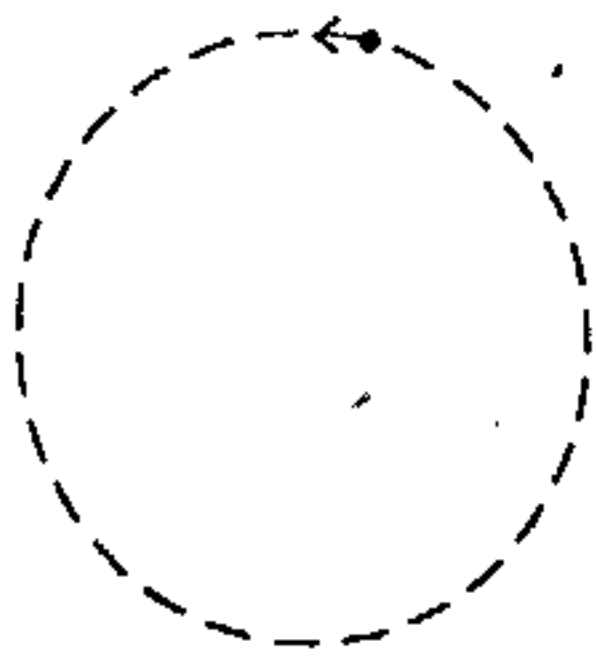
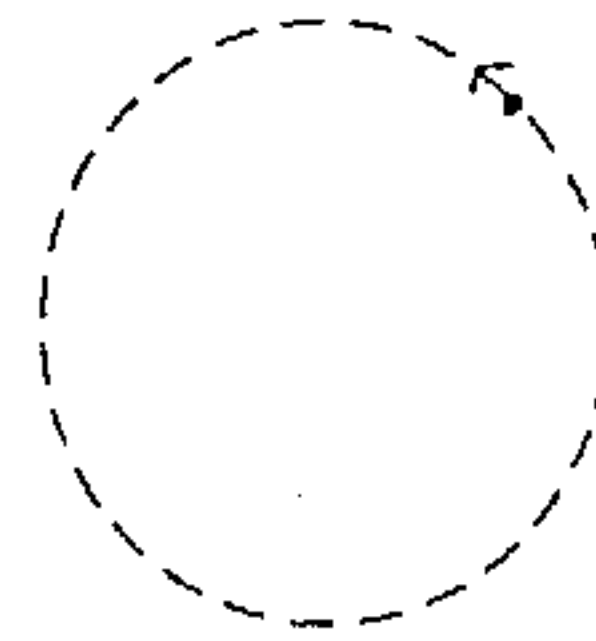
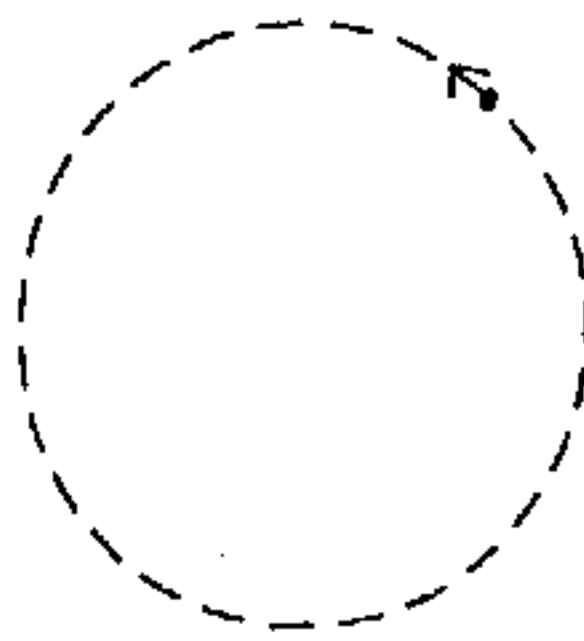
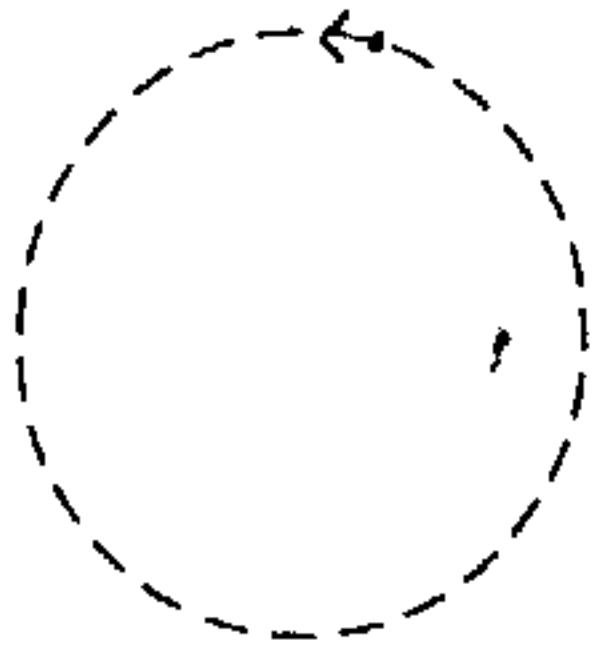
Level: *Nursery*
Week: *3*

Term: *1*
Day: *6*

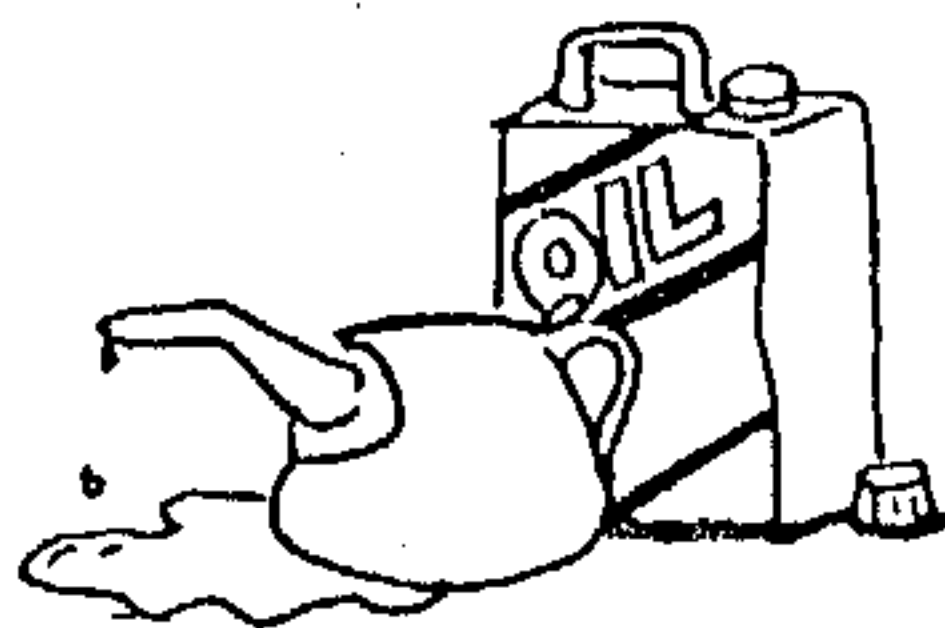
Date: _____

Day: _____

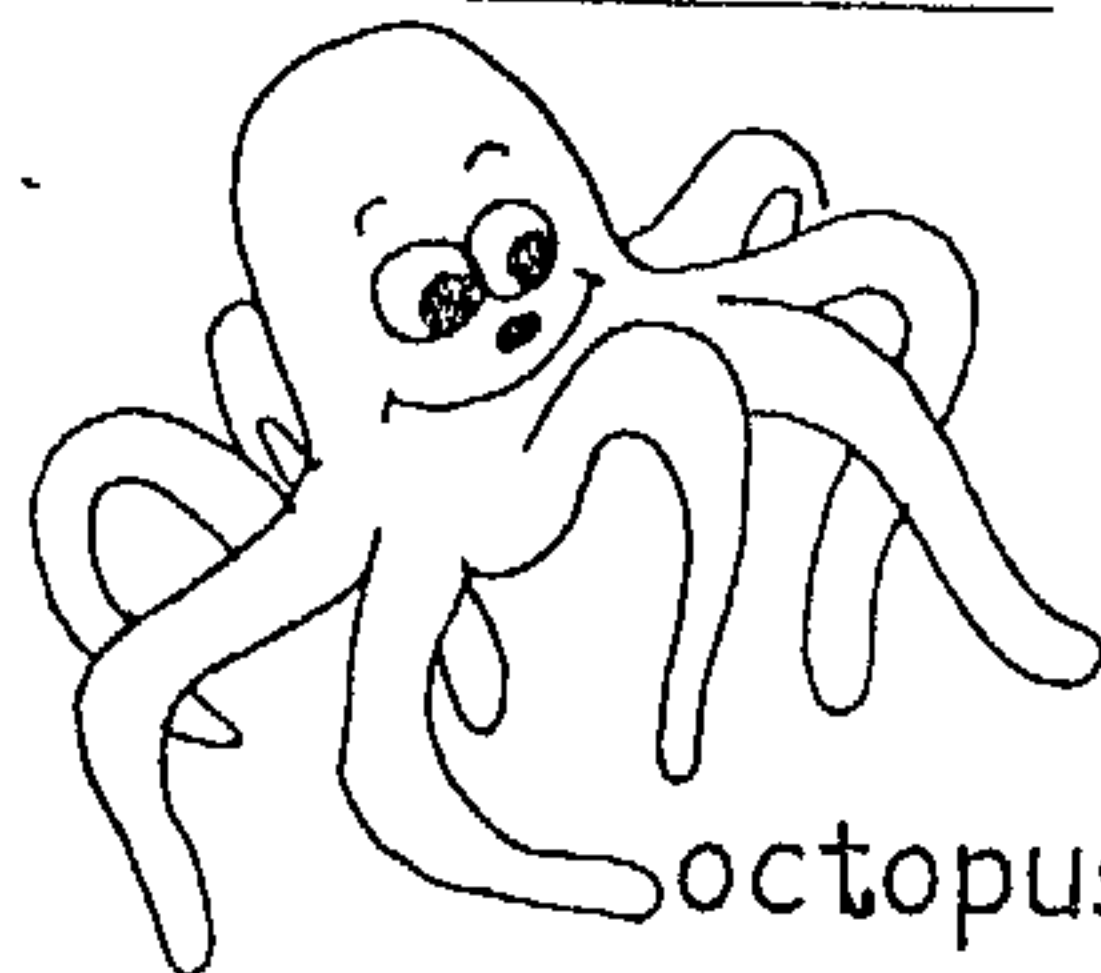
Join the dotted 'o'



orange



oil



octopus

Lesson Plan

(English)

Level: Nursery

Term: 1

Week: 4

Communication	Reading	Writing	Assessment
<ul style="list-style-type: none">- Story songs & Rhyme. (Jack and Jill)- Sound game.- Introduction of Touch Boards.- Oral introduction of a. d. i.	<p>Poem.</p> <p>Two Little Dicky Birds</p> <p>Text: Here is Peter and here is Jane.</p>	<p>Independent writing of letter c. l. o</p>	<ul style="list-style-type: none">- Worksheet- Match and join

Lesson Plan

Communication

Level: Nursery

Term: 1

Week: 4

Day: 1

1. **Objectives:** The learners will be able to:
 - Enrichment of vocabulary.
 - Get aware about the school activities enjoy.
 - Pronounce the rhyming words and line of the songs.
 2. **Function:** Singing a traditional rhyme.
 3. **Activity:** Singing a Rhyme. ✕
 4. **Material:** A poem page (Jack and Jill) Cassette and Cassette Player.
-

5. **Procedure:**

Task A. Nursery Rhyme.

a. **Preparation:**

Language Development. Jack and Jill. Reinforcement of the new word, and concept. Up and down vocabulary development fetch, pail, water broke

b. **Listening.**

Play the cassette and they will listen only.

c. **Singing.**

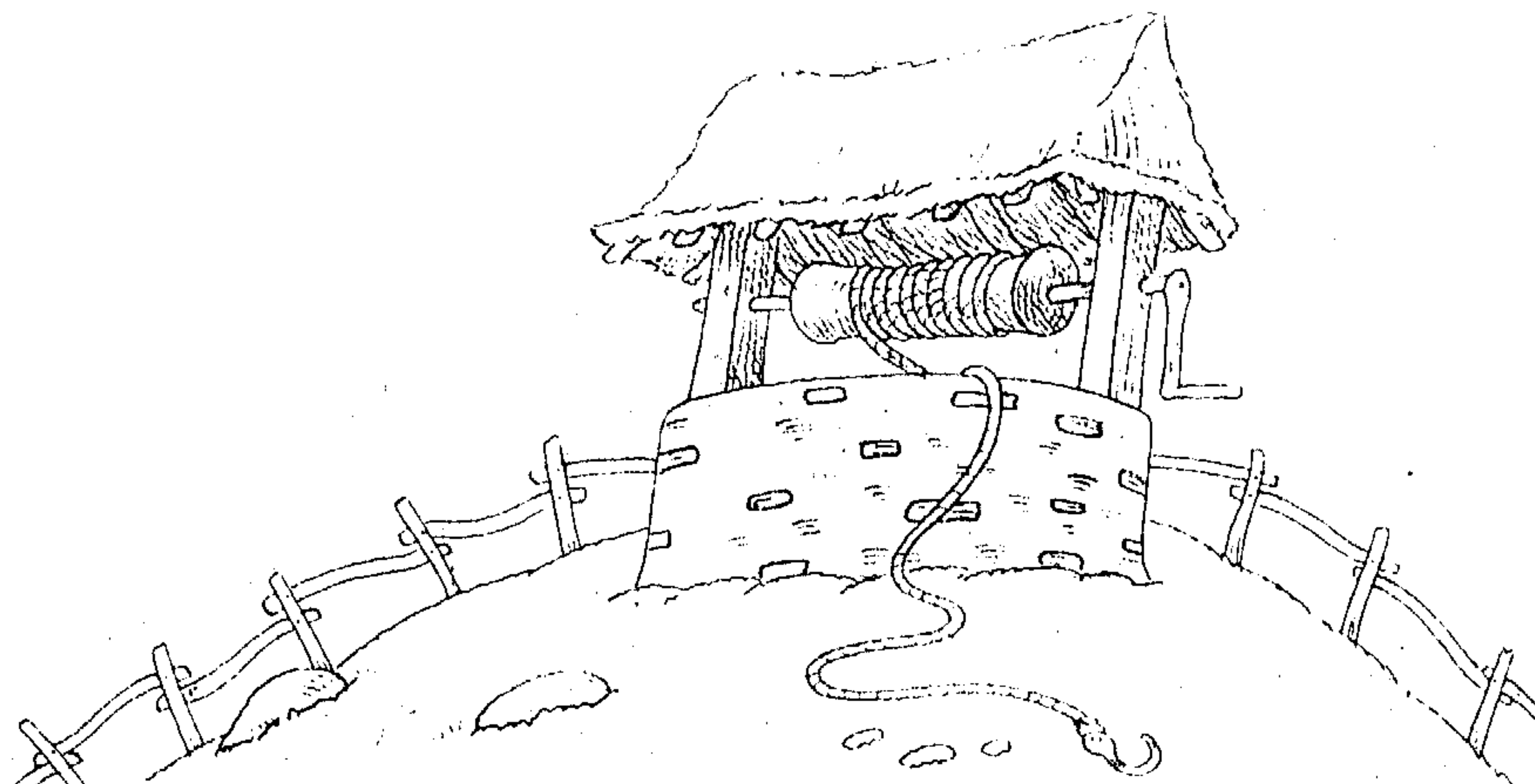
Distribute the poem page. Ask the children the sing along with the cassette.

Group Singing.

Make two groups. Let one group sing and the other listen then the other sing and one listen.

Task B. Fun Activities

Making a Star Fish



Jack and Jill went up the hill,
To fetch a pail of water;
Jack fell down and broke his crown,
And Jill came tumbling after.

Then up Jack got and home did trot,
As fast as he could caper.
They put him to bed and plaster'd his head
With vinegar and brown paper.



Worksheet

Level: Nur
Week: 4

Term: 1
Day: 1

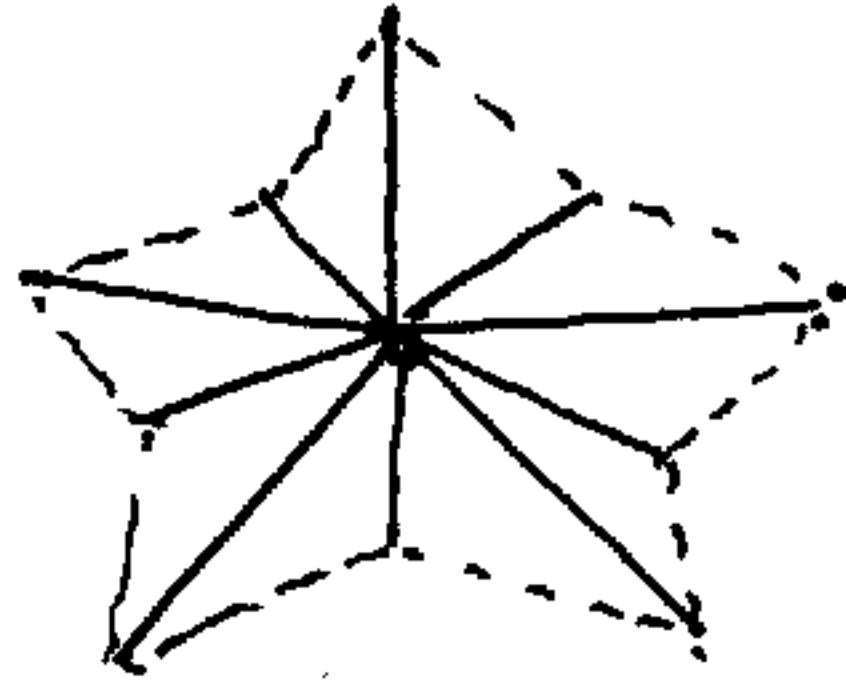
Fun Activity

Follow the direction to make a starfish

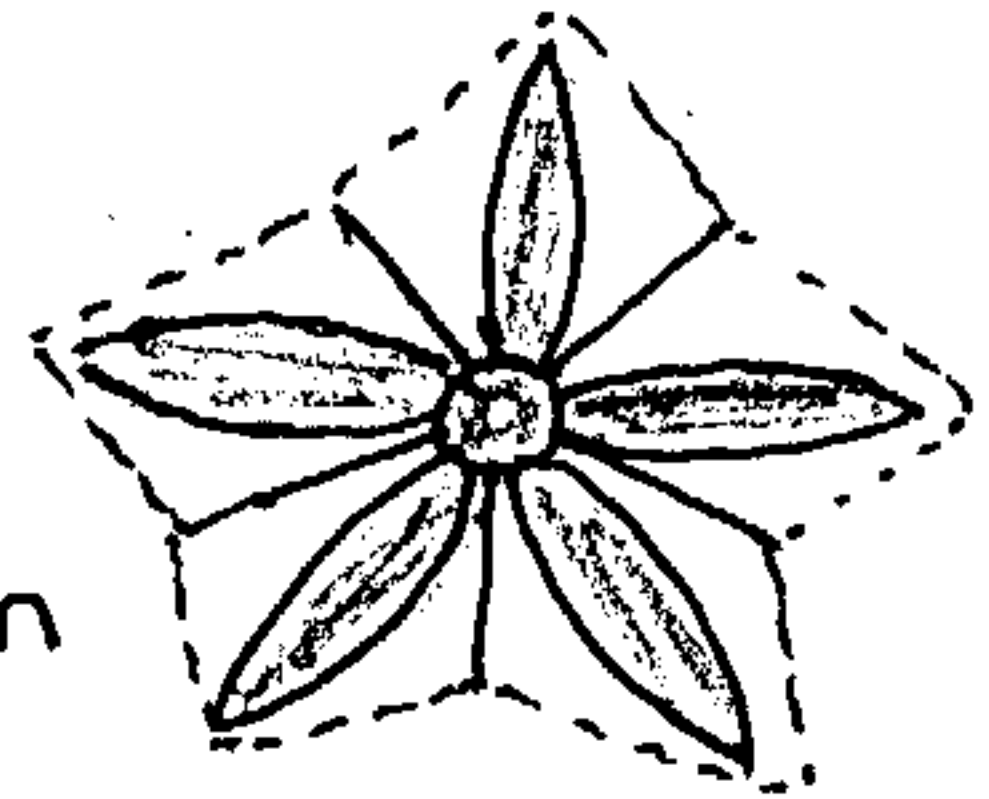
1. Cut on the lines


2. Colour


Top

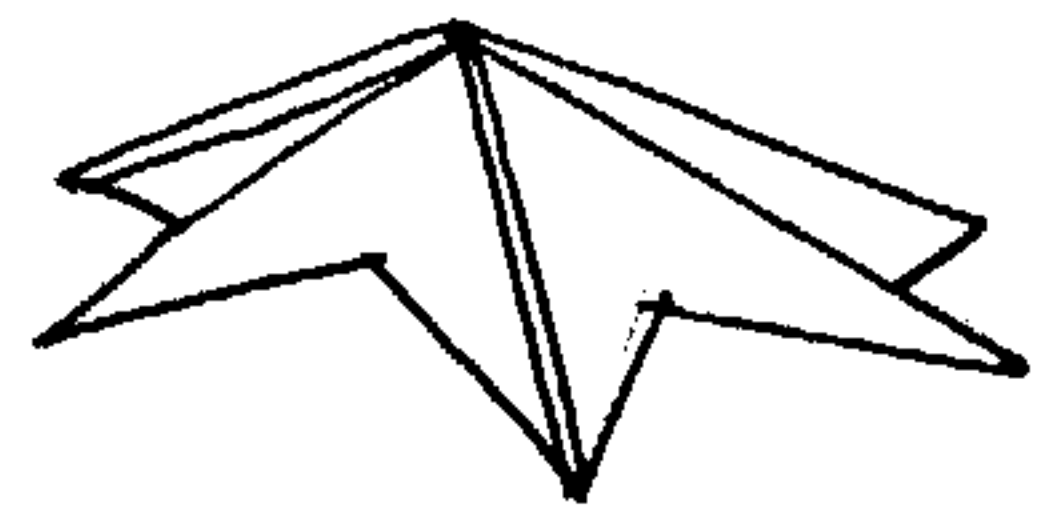


bottom



3 Fold  up on the _____ lines

Fold  down on the _____ lines

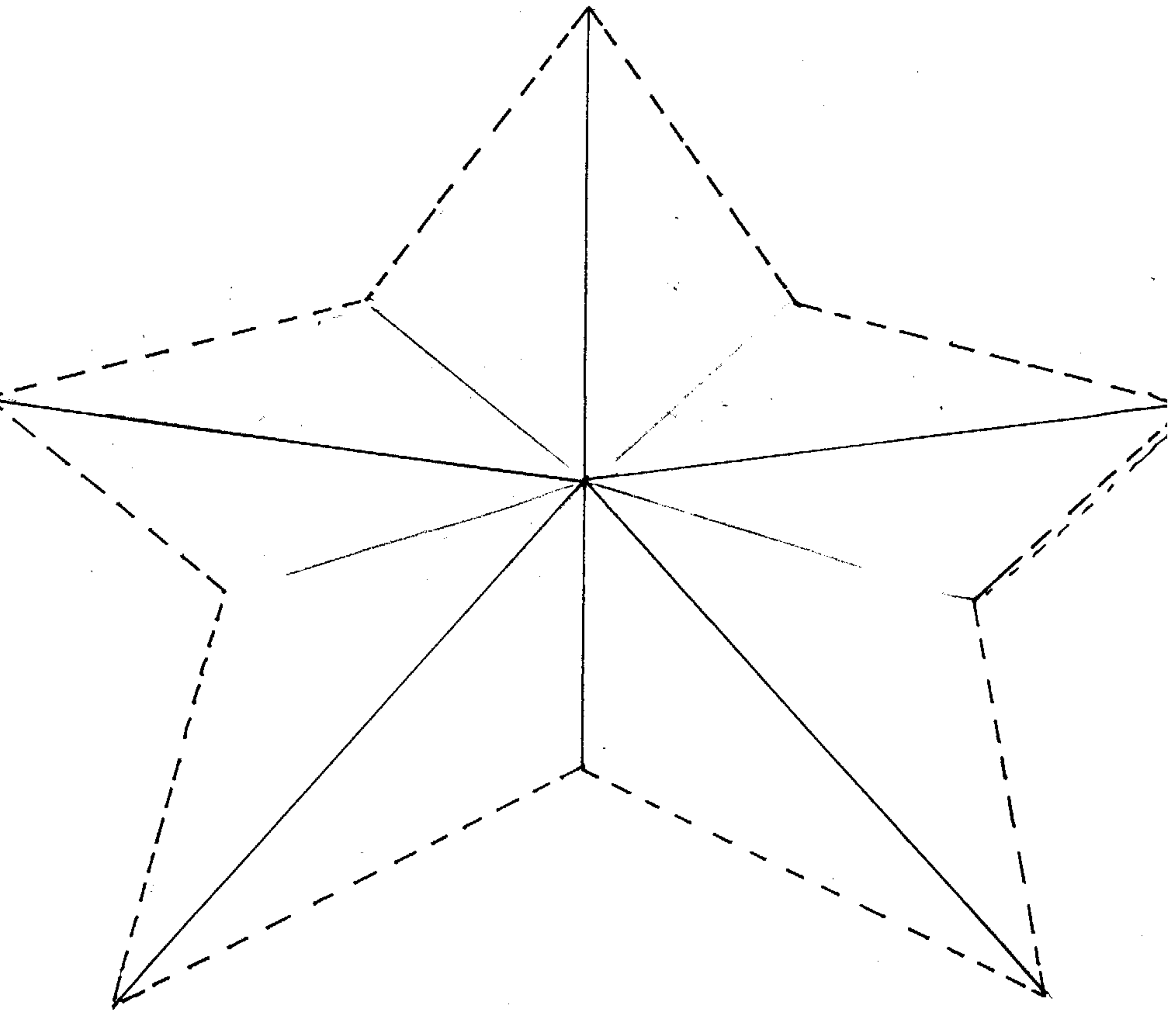


Worksheet

Level: Nur
Week: 4

Term: 1
Day: 1

Fun Activity



Lesson Plan

Communication

Level: Nursery

Term: 1

Week: 4

Day: 2

1. **Objectives:** The learners will be able to:
 - know that name of things beginning with different sounds.
 - relate sounds with symbols.
 - realize that words are a combination of sounds.
 - recognize sounds.
 2. **Function:** Sound Game (Spy games) for the letters c. l. o.
 3. **Activity:** Language development to enhance vocabulary.
 4. **Material:** Real objects, Things in the environment, Vocabulary Basket, Mystery bag.
-

5. **Procedure:**

a. **Preparation:**

To identify an isolated object when the initial sound of the name of the object is given 1. One object in each child's hand or only one object on the table.

b. **Introduction.**

Give the initial sound of the name of the object starting with two object on the table then increasing to three, four, five and more objects on the table.

c. **Listening.**

The children will be able to realize that words are a combination of sound.

d. **Feed Back.**

Children will be able to relate sounds to symbols.

Task B. Fun Activities

Matching game

Lesson Plan

Reading

Level: Nursery

Term: 1

Week: 4

Day: 4

1. **Objectives:** The children will be able to:
 - develop language.
 - become aware of the character.
 - pronounce the words correctly.
 2. **Skills:** Reading aloud.
 3. **Topic:** Here is Peter and here is Jane.
 4. **Material:** Text page.
-

5. **Procedure:**

- a. **Ask the following.**
 - Do you remember the name of the boy and girl in the picture?
 - Ask question about the picture.
 - New word is (here is).
- b. **Read aloud.**
 - Distribute the Text page.
 - Talk about the picture.
 - You read the text aloud.
- c. **Group reading.**

The whole class can read after you.
- d. **Individual reading.**

Each child can read aloud or you can call each child to read the page to your. Let them learn the new word (here is) Display the words on the soft board for right reading.

Following up.

A poem for language development (select any from those already introduced).

here is Peter

and

here is Jane



new words

here is

Lesson Plan

Writing

Level: Nursery
Term: 1
Week: 4
Day: 5

1. **Objectives:** The children will be able to:
 - Write the letter C & O independently.
 - Write the correct formation of the letter C and O.
2. **Function:** Independent writing.
3. **Activity:** Colouring in associated pictures.
4. **Material:** Work sheet or copies.

5. **Procedure:**

- a. **Preparation:**

The teacher will write the letter C and O on the board starting from the given point and will teach the formation of C and O with its related pictures.
- b. **Introduction.**

Children will be able to write the letter C and O from the starting point and will be able to name the different things starting with the given letters.

Group work. One group can do the work sheet the other group can do the independent writing on the board or slates.

Children will be given the work sheet and will be helped to read the names of pictures drawn.

Worksheet

Level: Nur.
Week: 4

Term: 1
Day: 5

writing

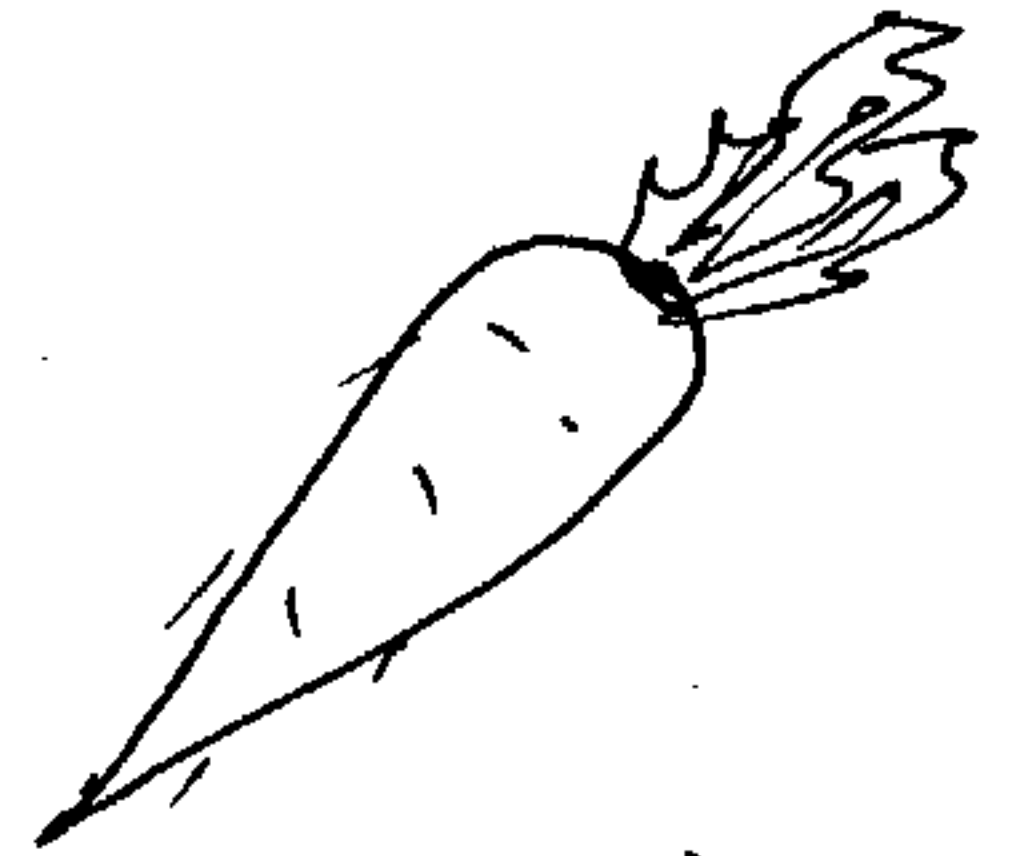
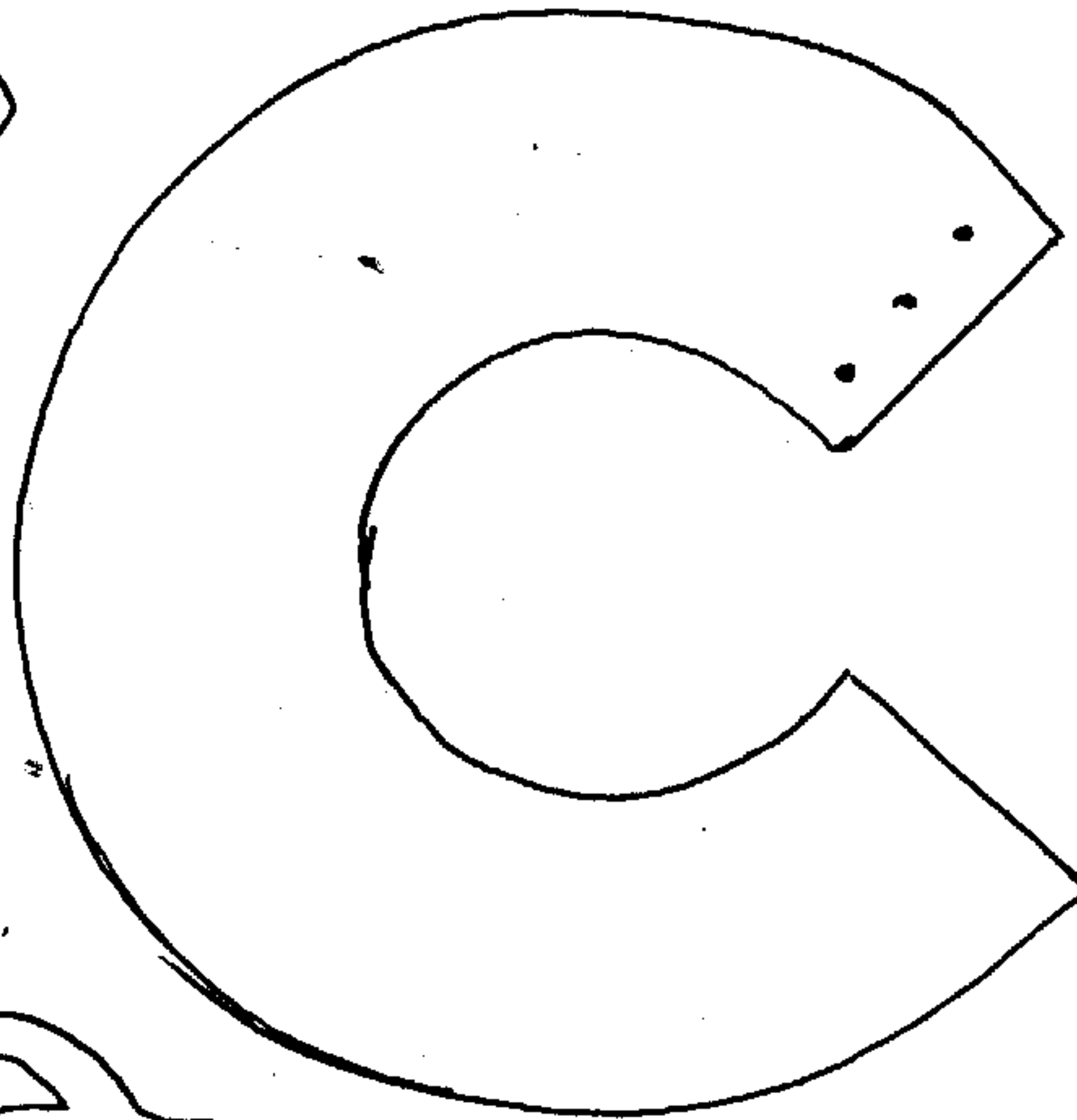


cap

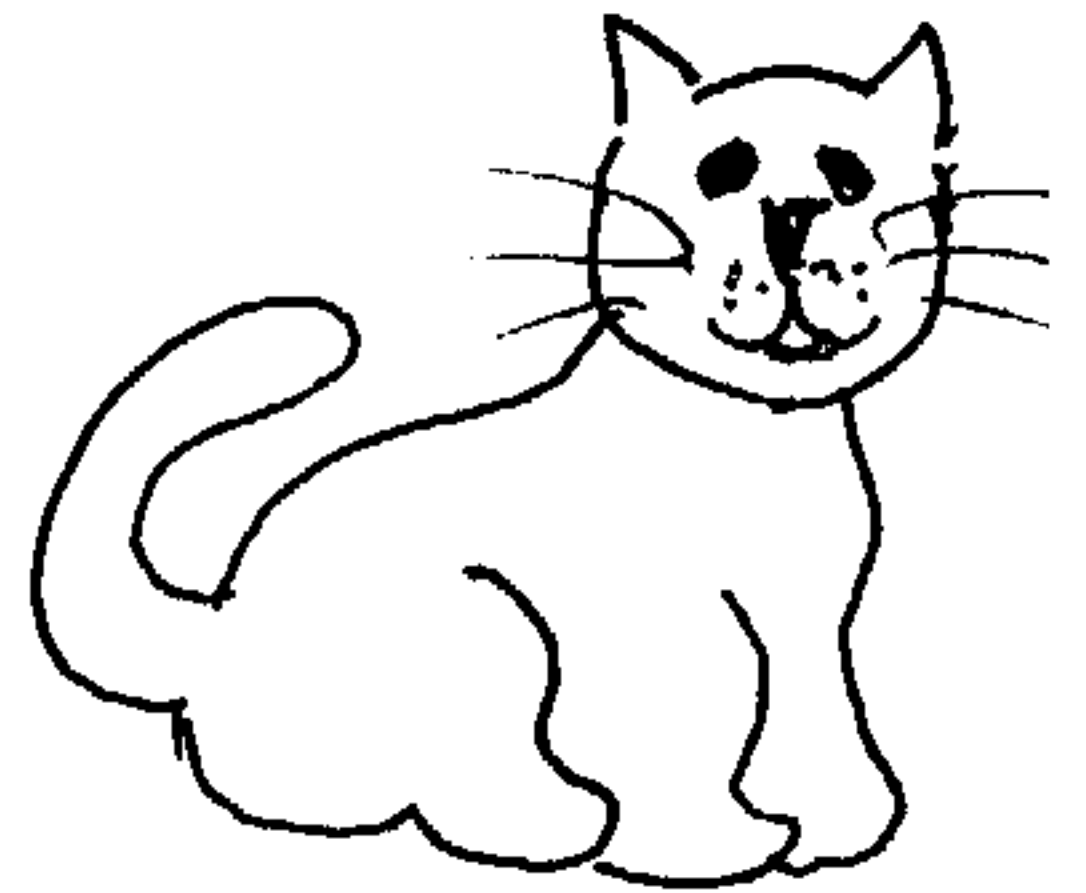


cup

car



carrot



cat

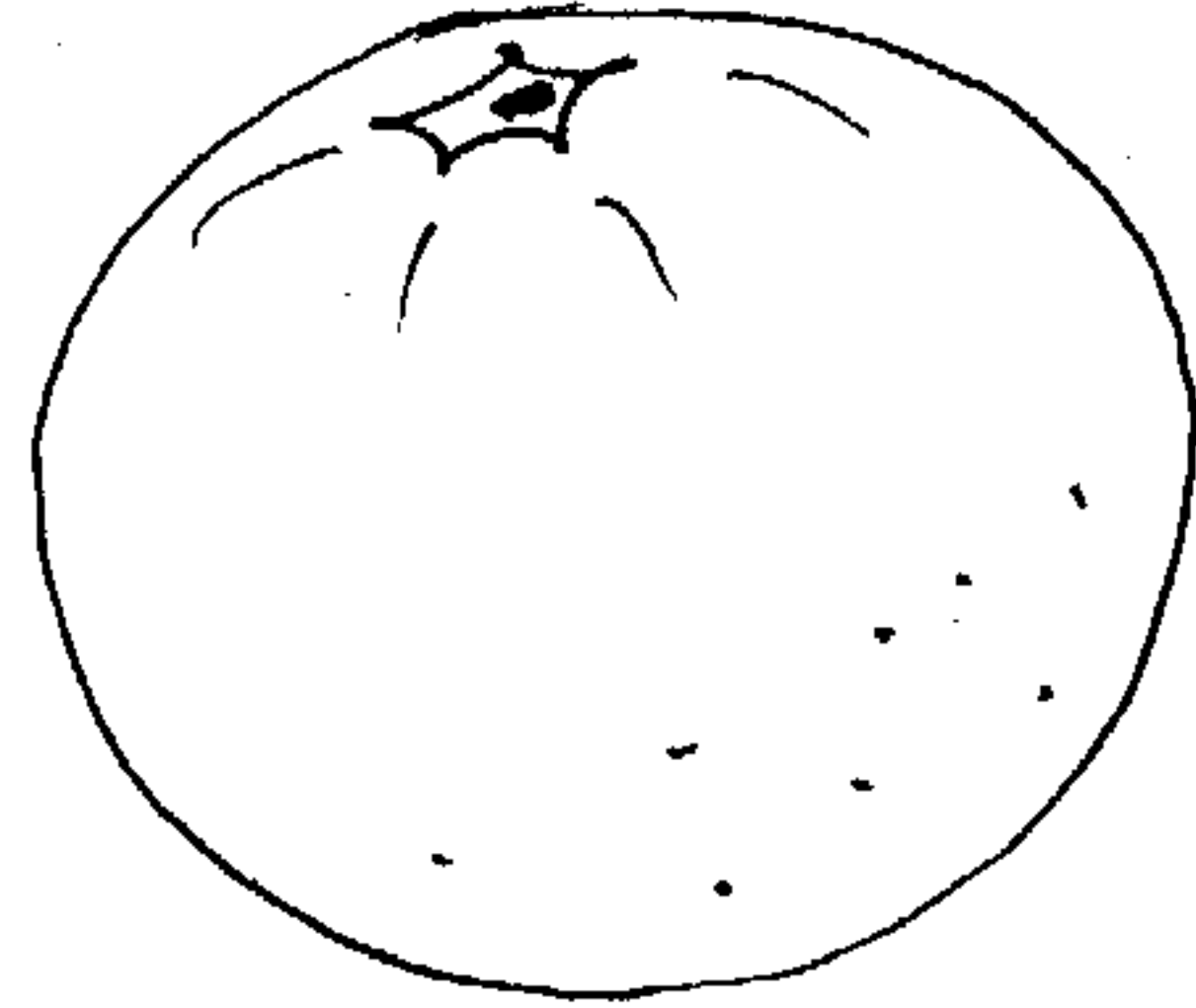
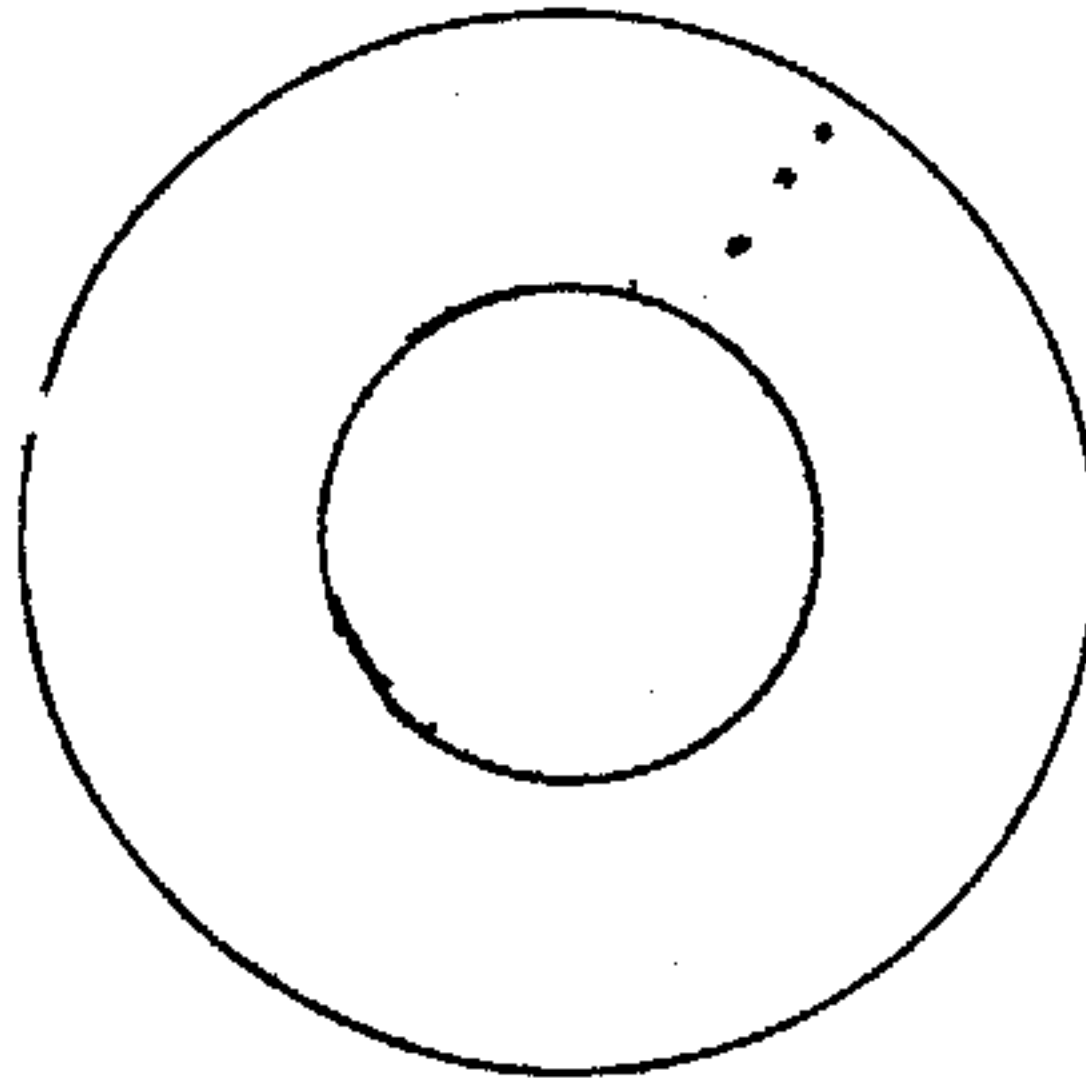
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Worksheet

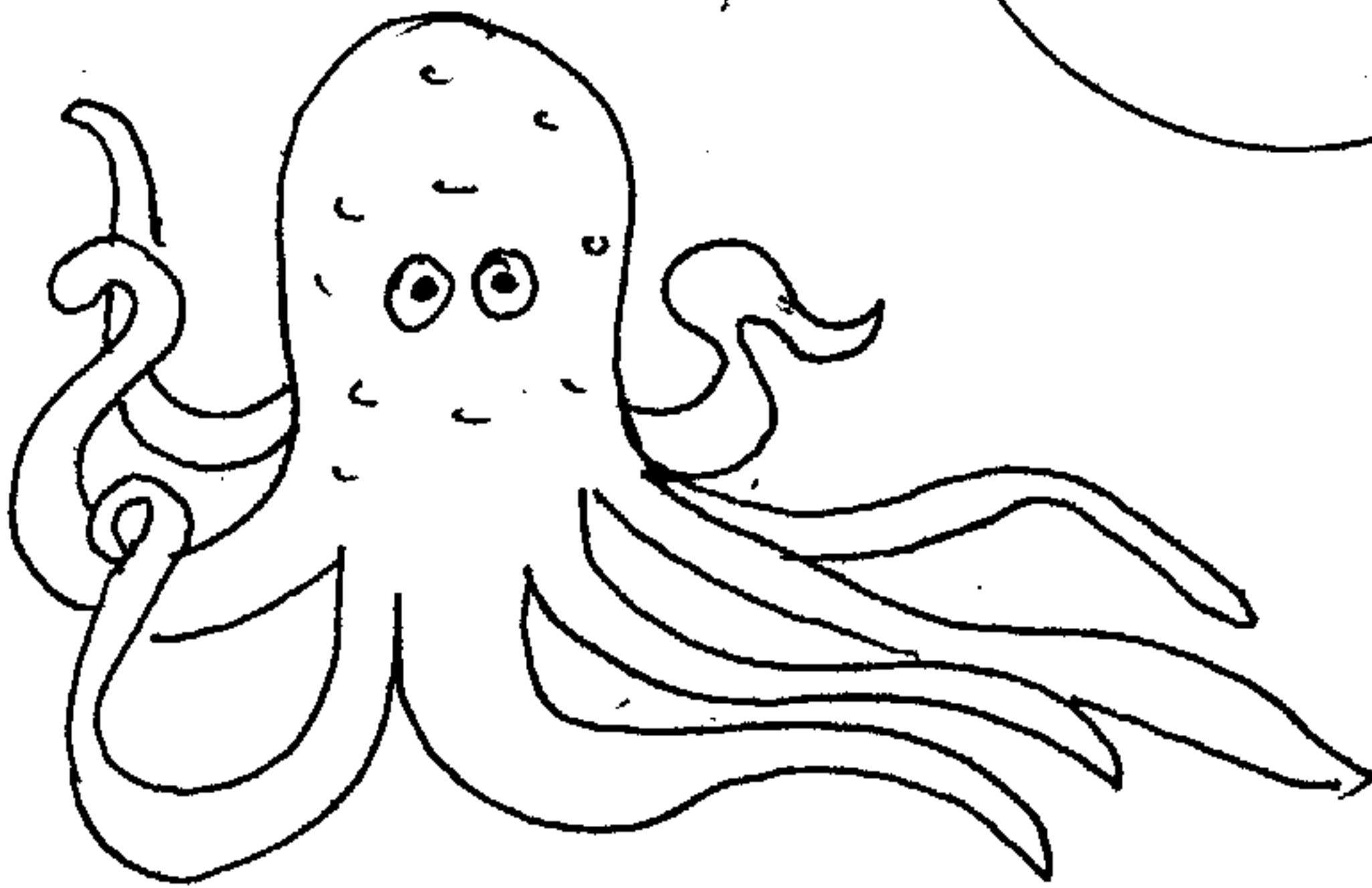
Level: Nur
Week: 4




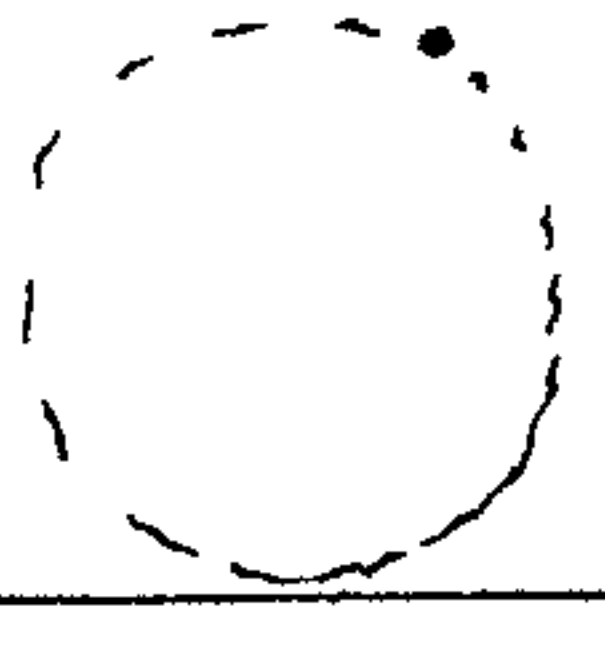








Term: 1
Day: 5

writing



orange



Worksheet

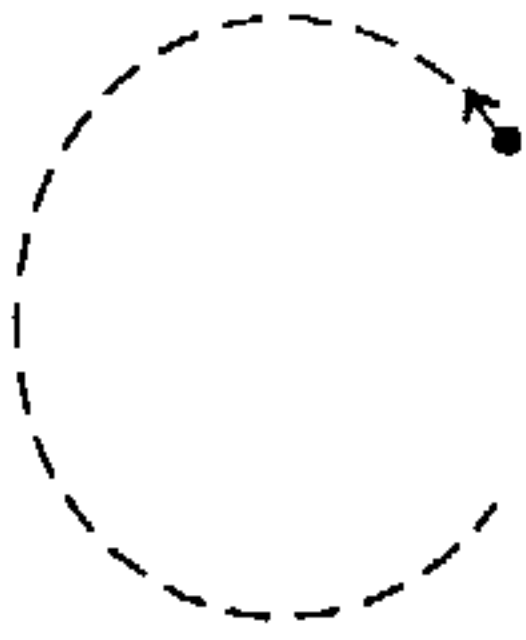
Level: Nursery
Week: 4

Term: 1
Day: 5

Date: _____

Day: _____

Write 'c' independently



cat

clock

Worksheet

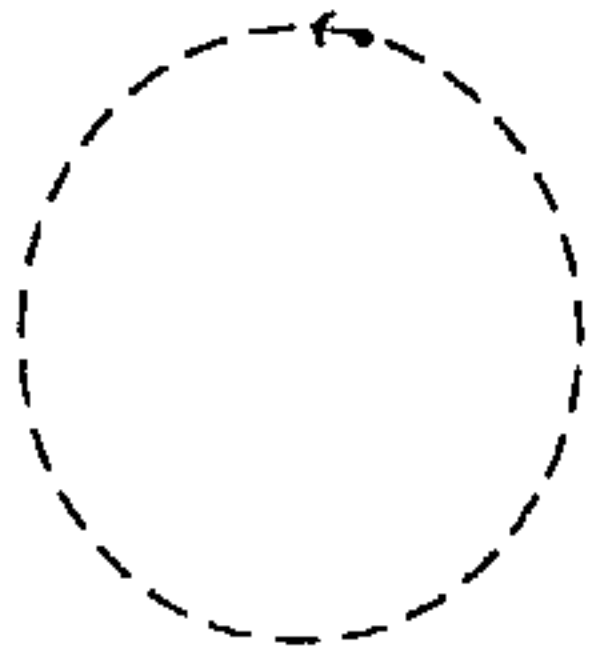
Level: Nursery
Week: 4

Term: 1
Day: 5

Date: _____

Day: _____

Write 'o' independently.



Lesson Plan

Writing

Level: Nursery

Term: 1

Week: 4

Day: 6

1. **Objectives:** The learner will be able to:
 - Write the letter l independent.
 - Write the correct formation of l
 2. **Function:** Independent writing.
 3. **Activity:** Colouring in the associated pictures.
 4. **Material:** Work sheet or Copies, pencils colours.
-

5. **Procedure:**

a. **Preparation:**

The teacher will write the letter l on the board starting from the given pencil and will let the children learn the correct formation of the letter l with its related pictures.

b. **Introduction.**

Children will be able to write the letter l from the given point and will also be able to name the different things starting with the given letter.

Group Work:

One group can do the worksheet while the other group can write the letter independently write the chalk on the board.

Work Sheet:

Children will be given the worksheets and will be asked to name the pictures on the sheet.

Worksheet

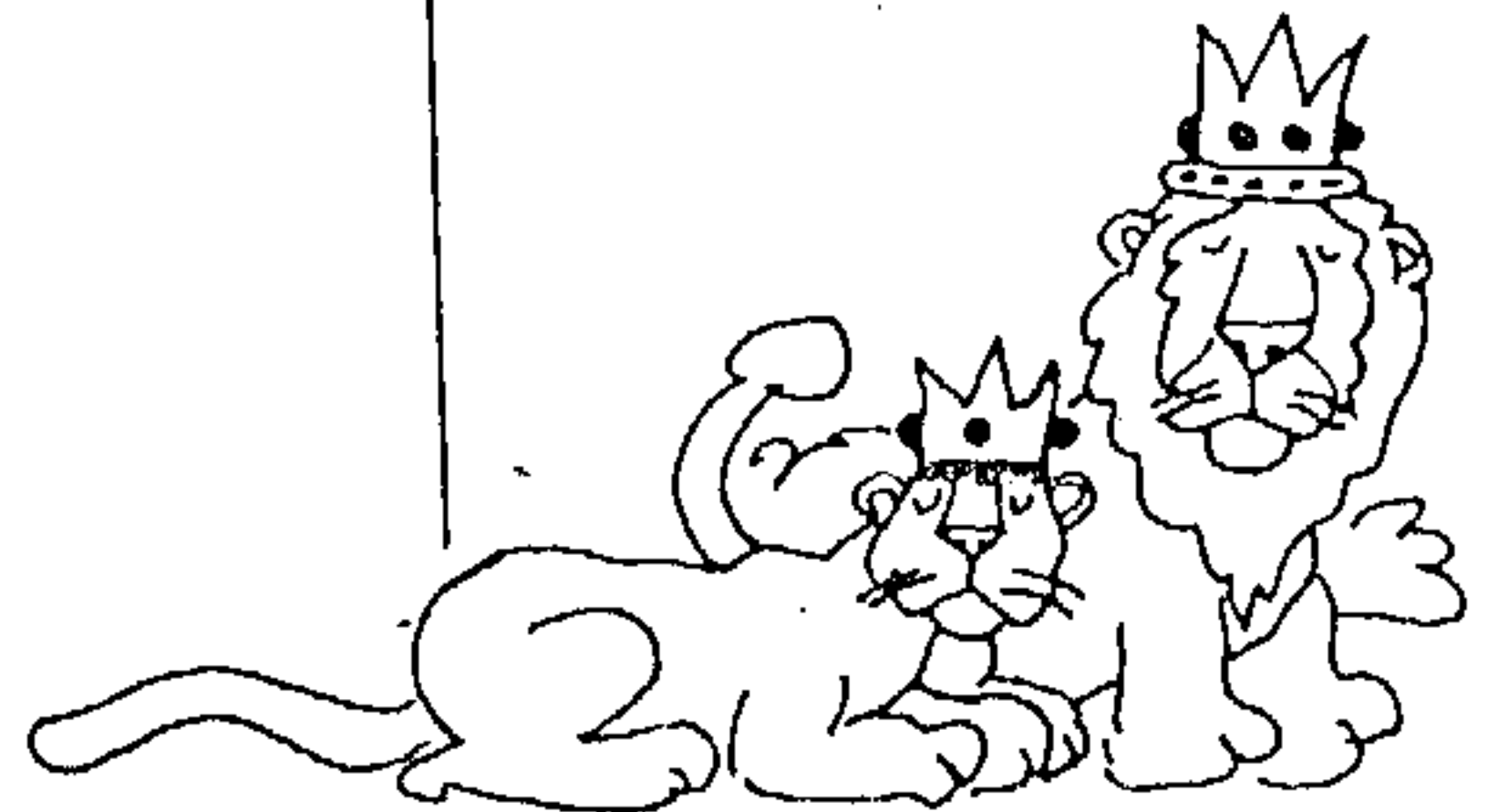
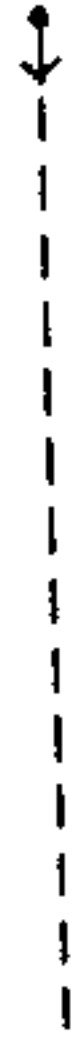
Level: Nursery
Week: 4

Term: 1
Day: 6

Date: _____

Day: _____

Write 'l' independently



lion

Lesson Plan

(English)

Level: Nursery

Term: 1

Week: 5

Communication	Reading	Writing	Assessment
<ul style="list-style-type: none">• Reinforcement of the phonic sound. c. l. o.• Introduction to primary colour yellow.• Introduction to a, d and l along with the names of corresponding things.• All about me.• Senses.	<p>My family Book let mother father brother sister grand father uncle Aunt Song: We must learn to</p>	<p>Book lets of my family working with Metal Inset.</p>	<p>Recognition of letters done so far. Good response in the sound game. Worksheet.</p>

Lesson Plan

Communication

Level: Nursery
Term: 1
Week: 5
Day:

1. **Objectives:** The learner will be able to:
 - / Memorize the sounds learnt earlier.
 - Recognize the letters.
 - Vocabulary Development.
 2. **Function:** Reinforcement
 3. **Activity:** Setting up of the sound corners.
 4. **Material:** Sand paper letter, Sand tray, Flash cards, Books, mobiles.
-

5. **Procedure:**
Tracing over sand paper letters and tracing the letter c, l, o with correct formation in the sand.

Group Work:

Children can work in groups or in twos. One group can trace the sand paper letters. One can work with the sand tray and other can do the matching and pairing exercises and the evaluation work sheet.

Feed Back.

By observing the children working.

Important Points

Encourage them to come up and write more words with the sound c.l.o.

Following up.

Work Sheet.

Lesson Plan

Communication

Level: Nursery
Term: 1
Week: 5
Day: 1

1. **Objectives:** The learner will be able to visualize discrimination of primary colour yellow.
 2. **Function:** Introduction to the primary colour yellow.
 3. **Activity:** Sorting of yellow objects Art work related to the colours.
(Making of paper plate sun flower)
 4. **Material:** Real objects, Flash cards, Pictorial books, Paper plates, Work sheet.
-

5. **Procedure:**

Showing and discussions colorful objects that are yellow.
Colour the things that are yellow.
Sorting of yellow things or objects setting up a colours corner.
Children can bring yellow item which they have at home a yellow car, cap, ball, any toy flower.

Worksheet

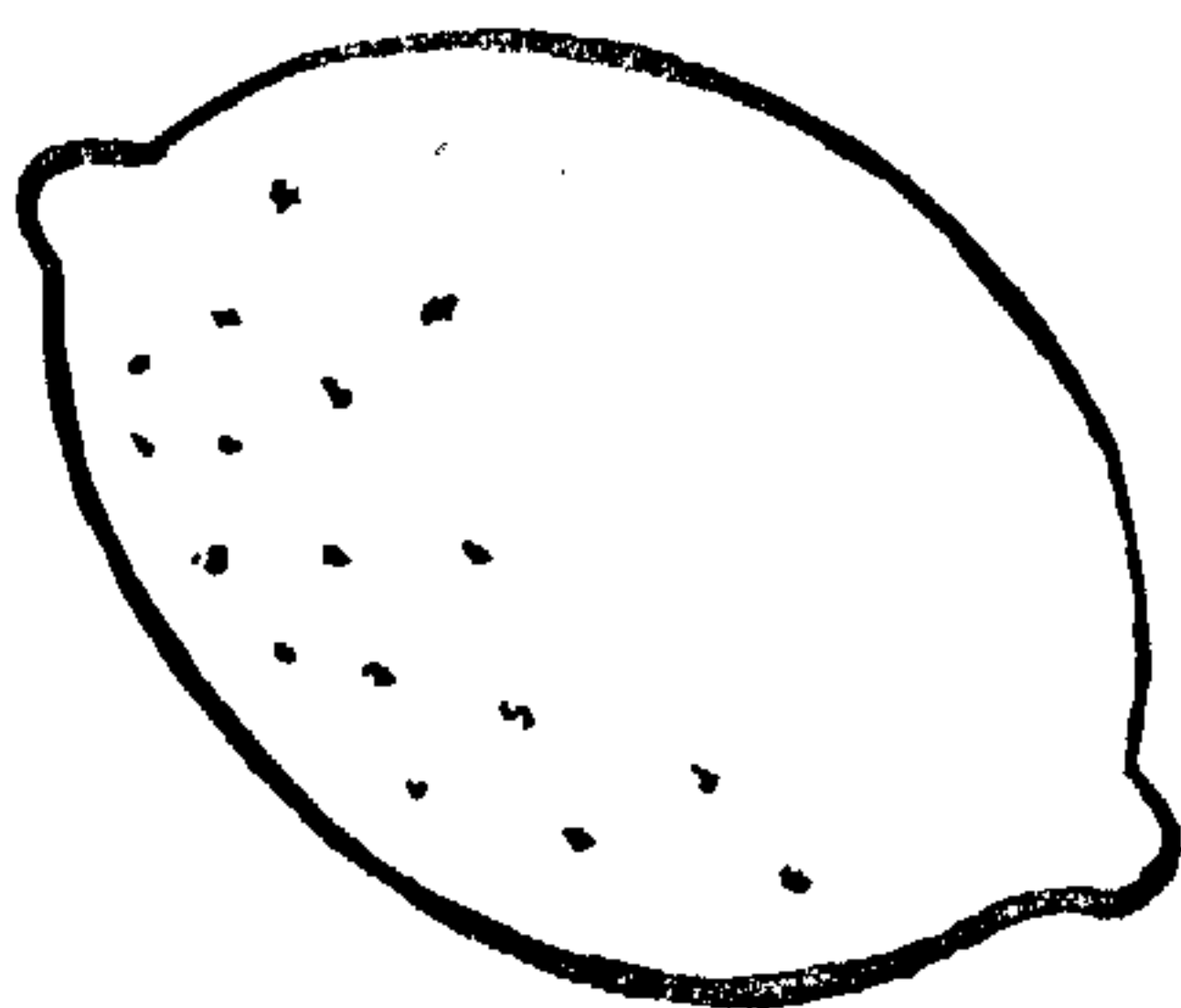
Level: *Nursery*
Week: *5*

Term: *1*
Day: *1*

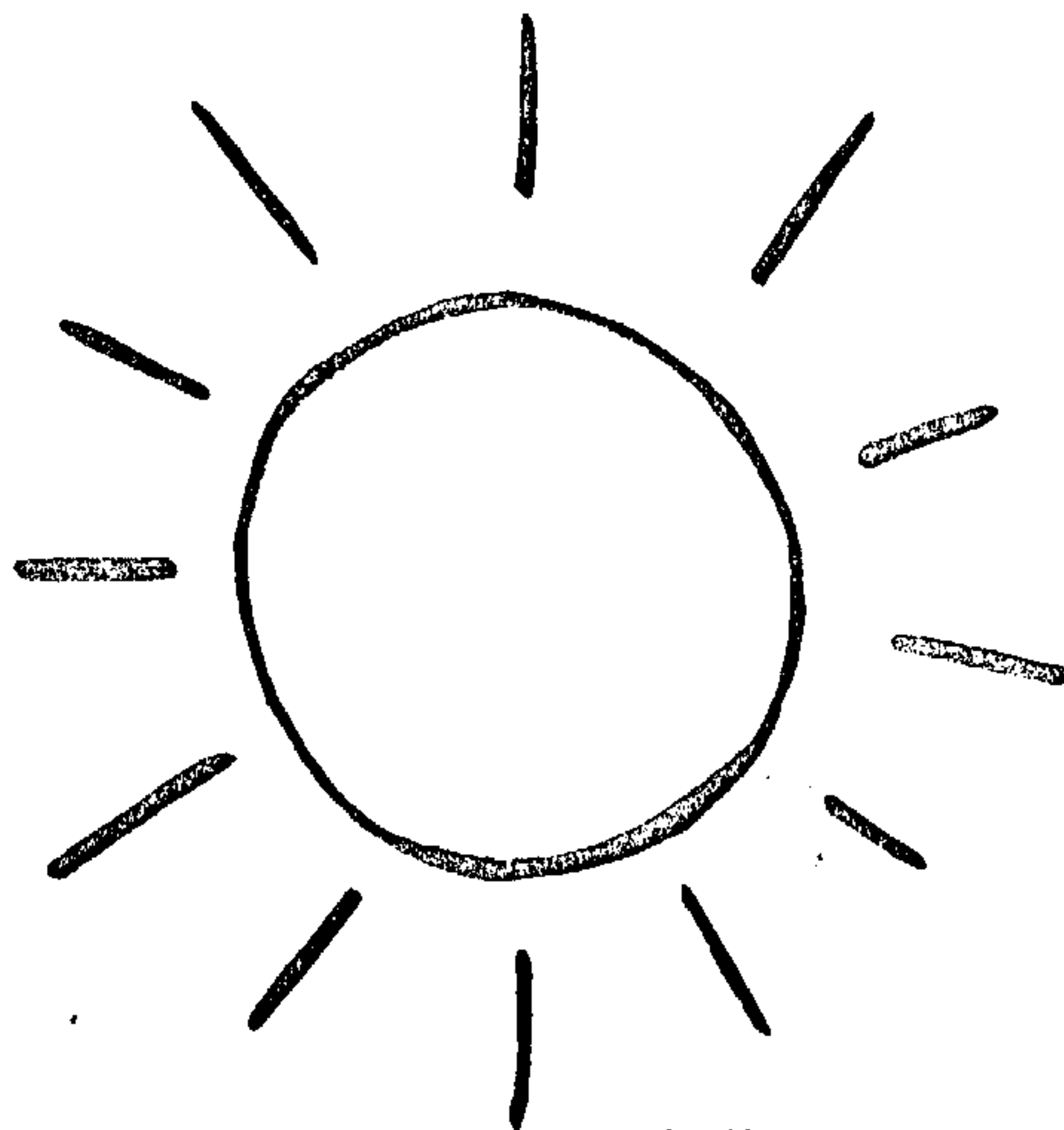
Date: _____

Day: _____

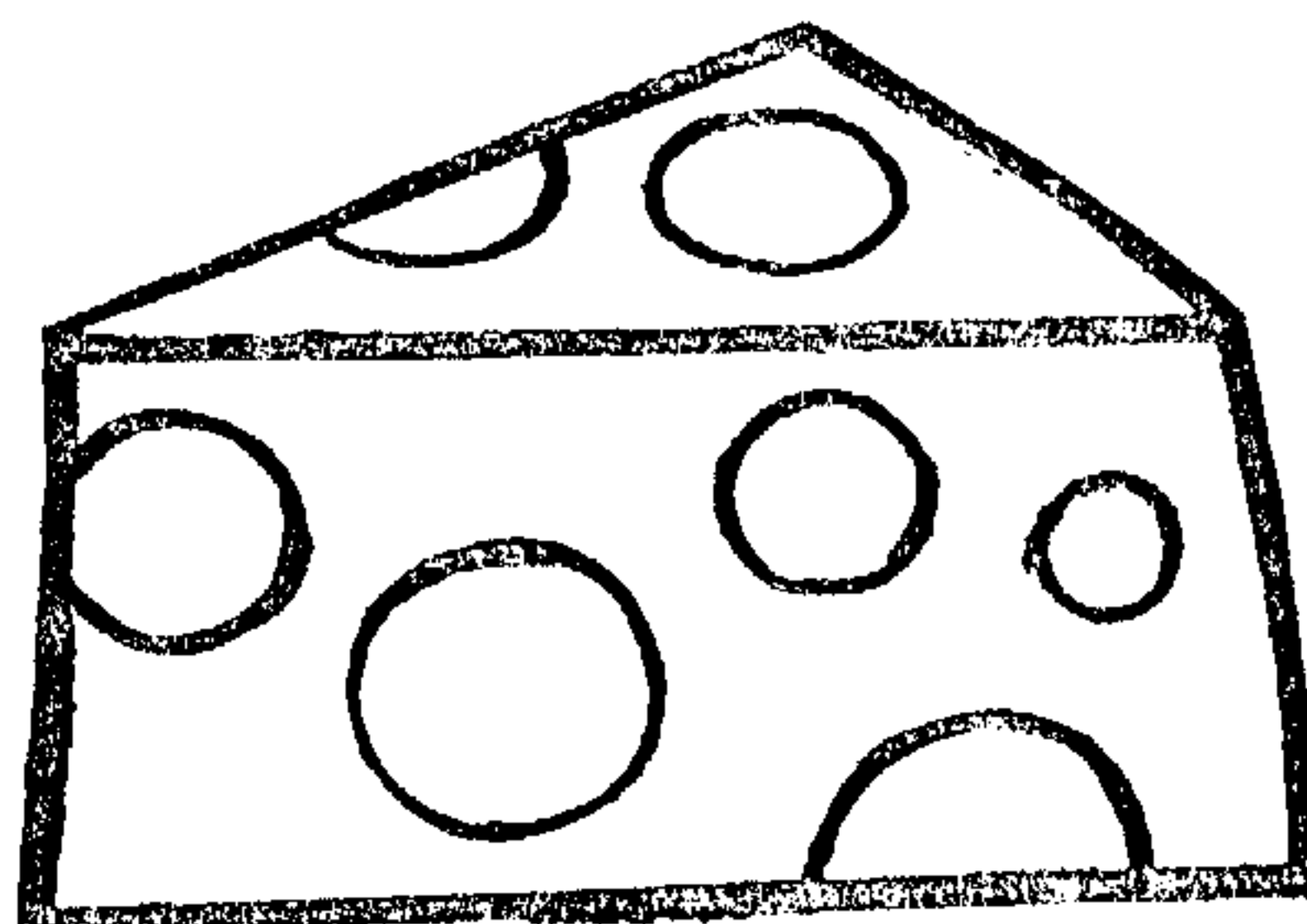
These things are yellow



lemon



sun



cheese

Lesson Plan

Communication

Level: Nursery
Term: 1
Week: 5
Day: 2

1. **Objectives:** The learner will be able to:
 - Recognize the letters
 - Vocabulary Development.
 2. **Function:** Introduction of the letter a, d, i,
 3. **Activity:** Setting up of sound corner
 - Pasting of crayon shavings on cutouts of ants.
 - Red indium Activity. Face painting and moving head gears.
 4. **Material:** Sand paper letters, sand tray, Flash cards, Books, mobiles.
-

5. **Procedure:**

Oral introduction of the phonic sounds of the letters a, d and i along with the names of corresponding things.

Group Work:

- Tracing over sand paper letters and sand tray.
- Writing in sand.
- One group can do the Colouring in the associated pictures.

Worksheet

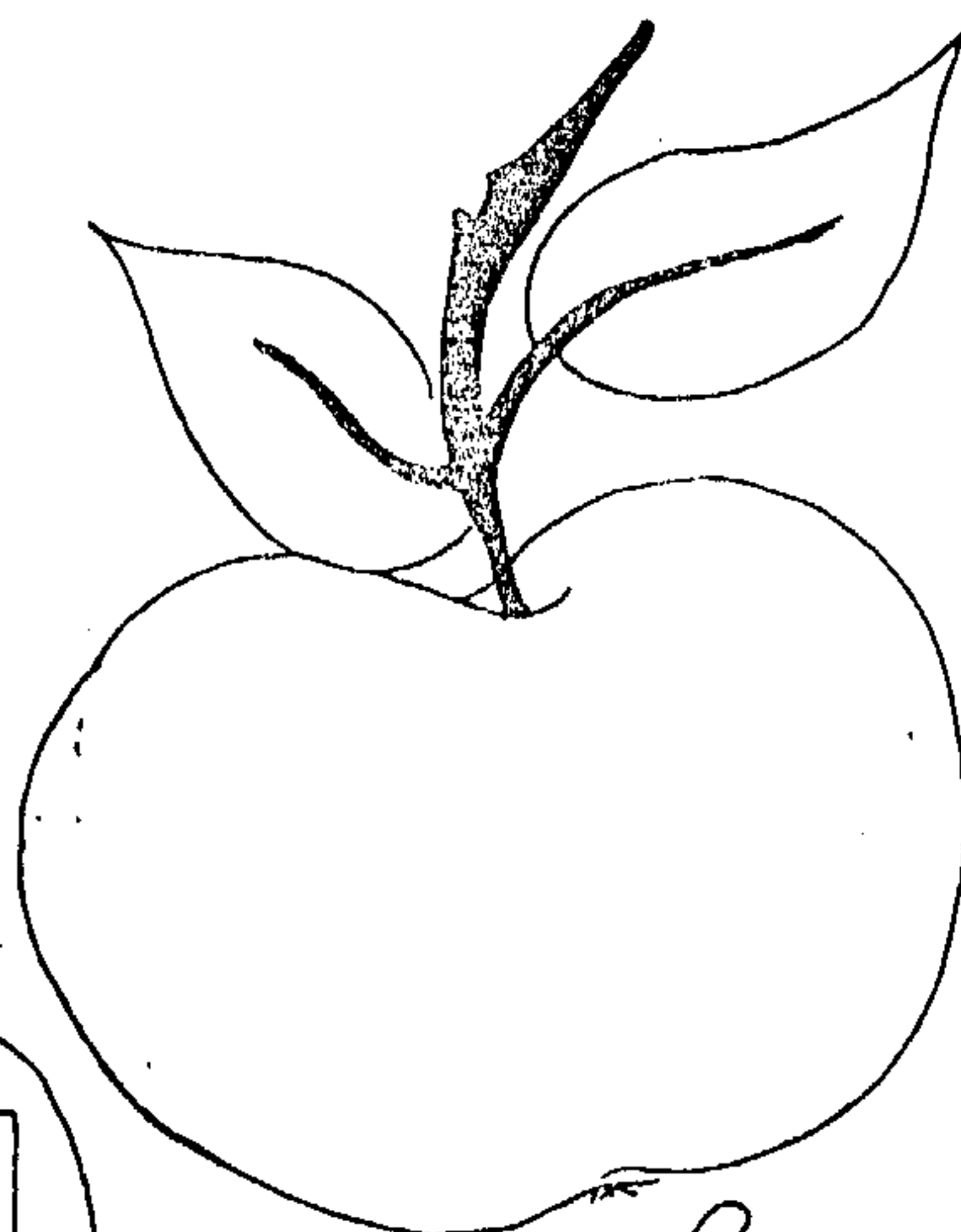
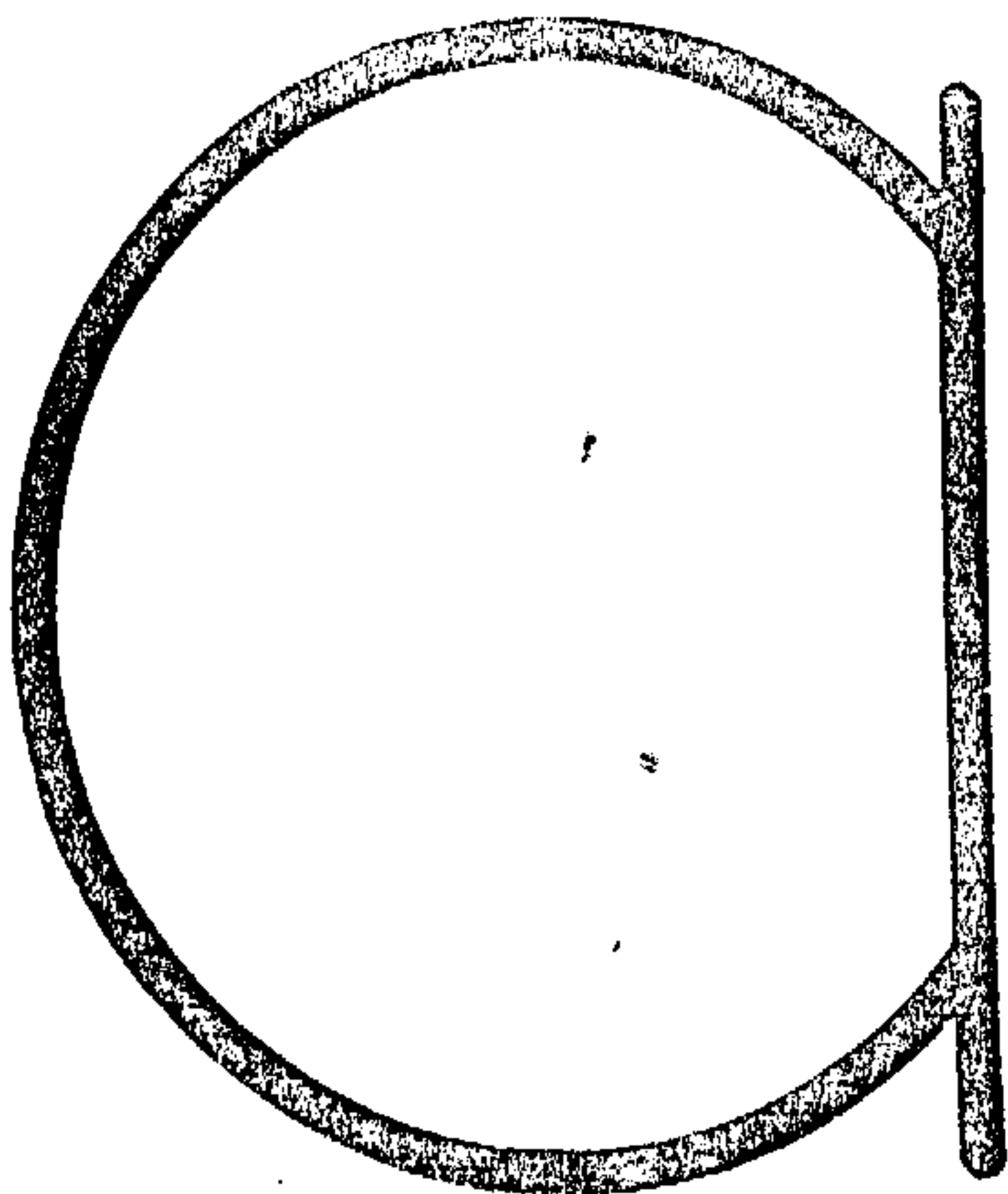
Level: *Nursery*
Week: 5

Term: 1
Day: 2

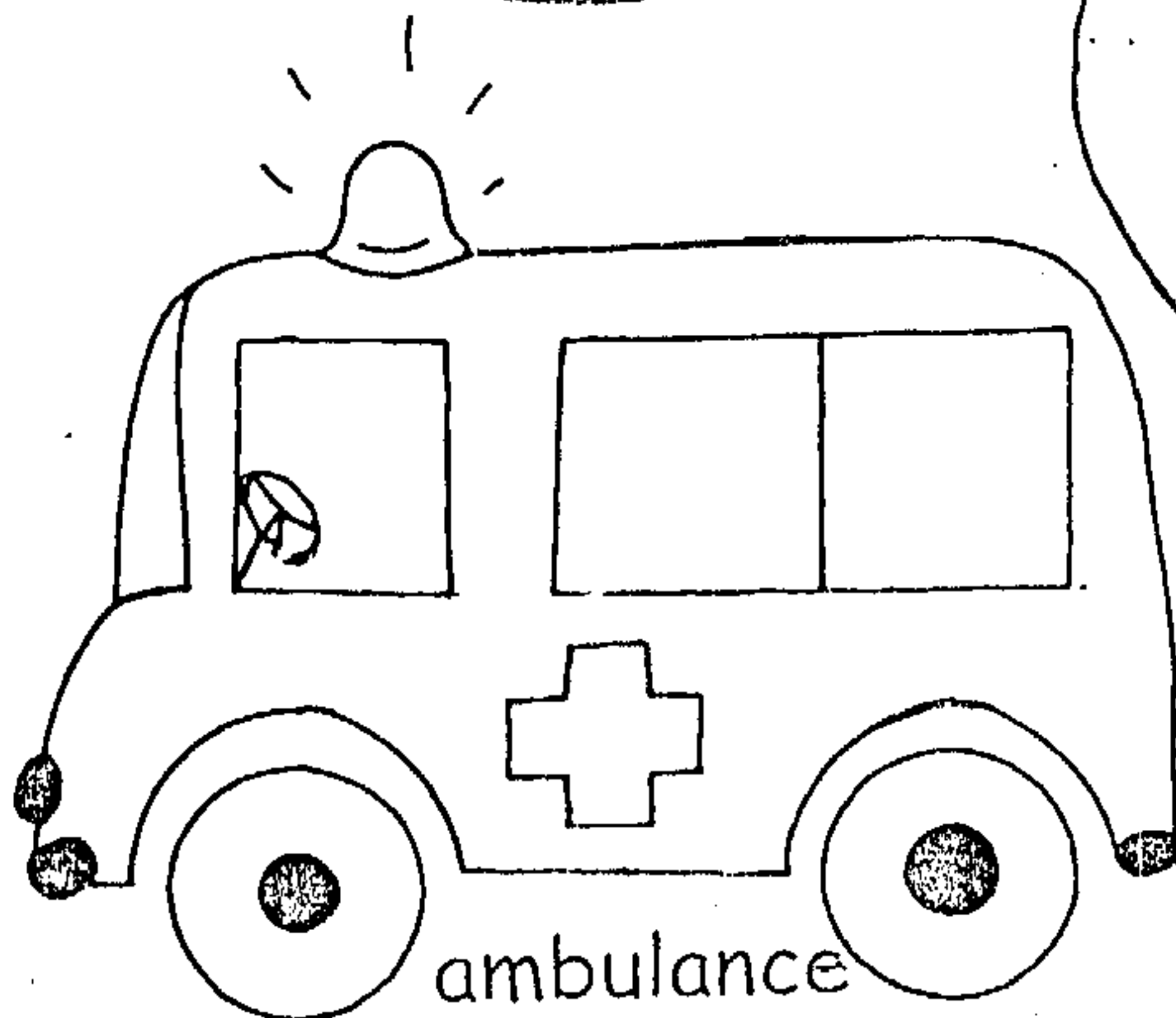
Date: _____

Day: _____

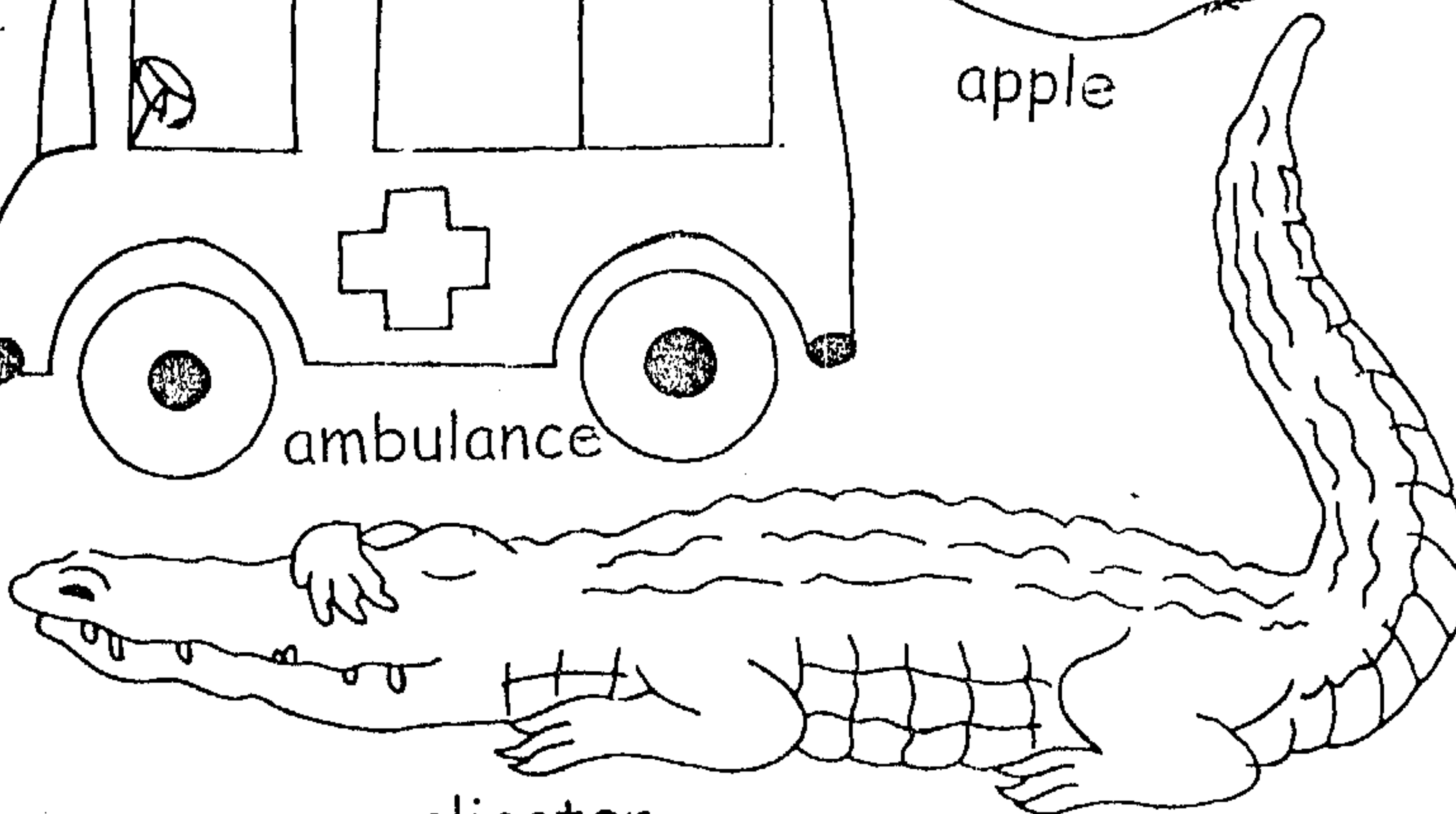
Introduction to a letter 'a'



apple



ambulance



aligator

Worksheet

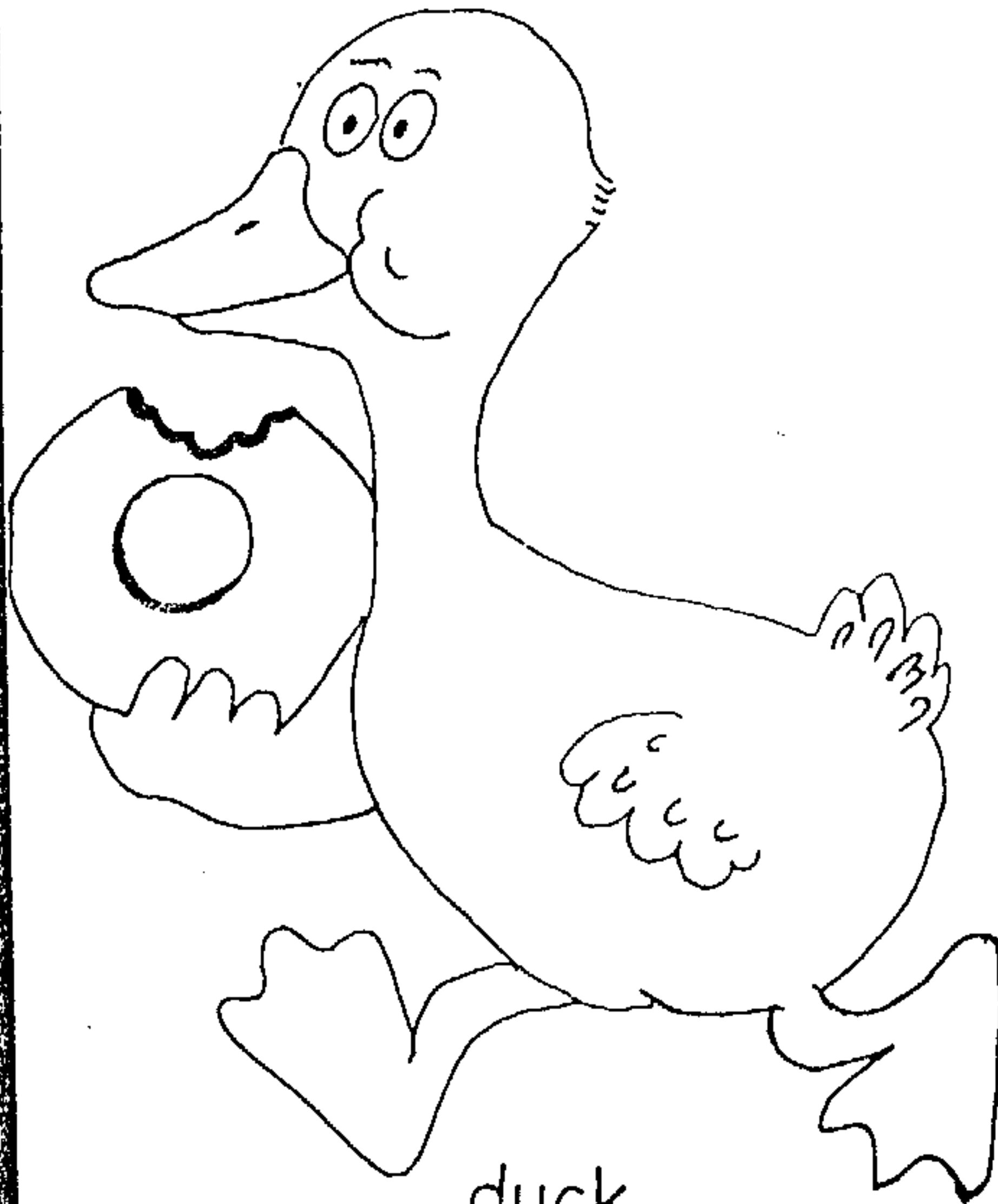
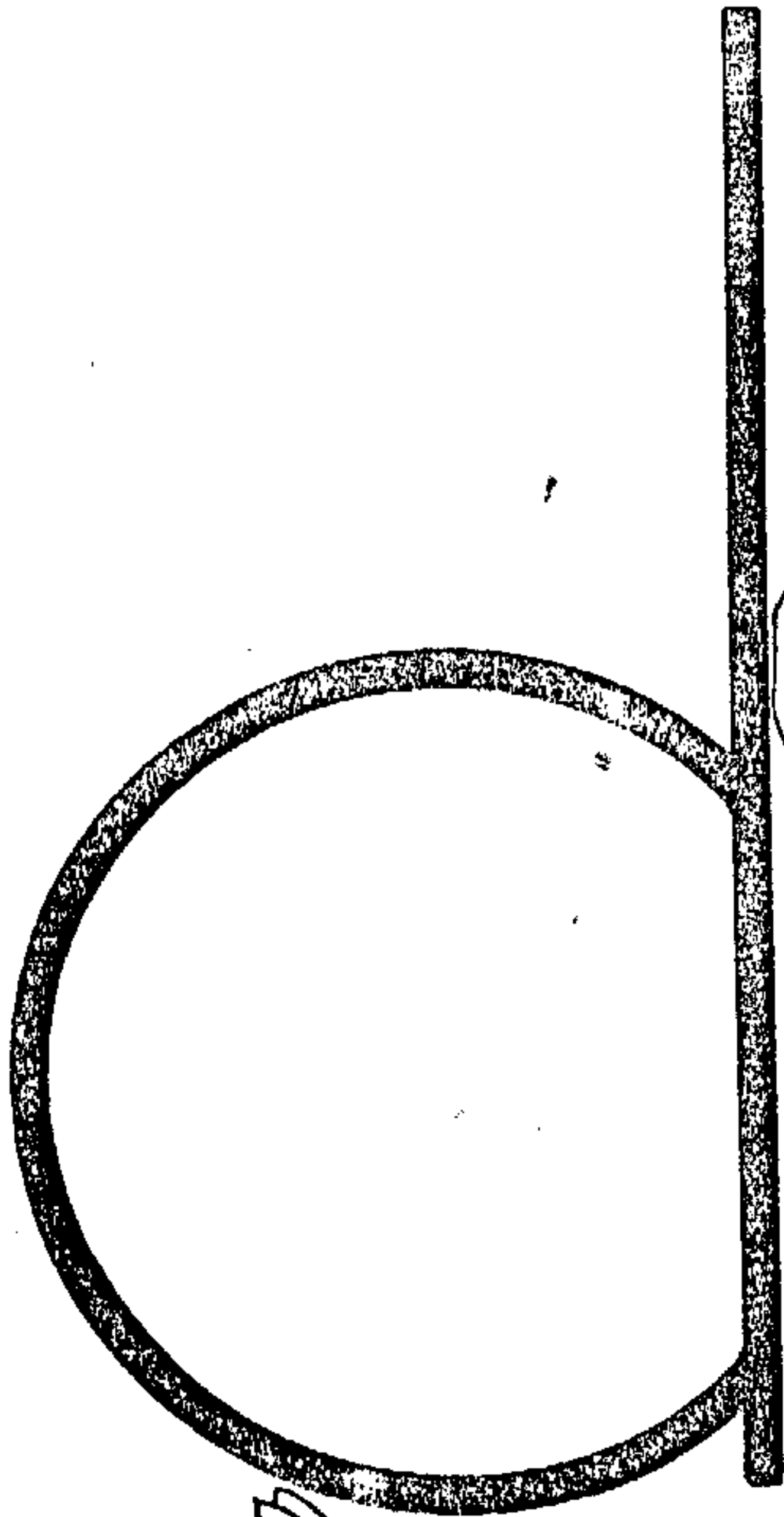
Level: *Nursery*
Week: 5

Term: 1
Day: 2

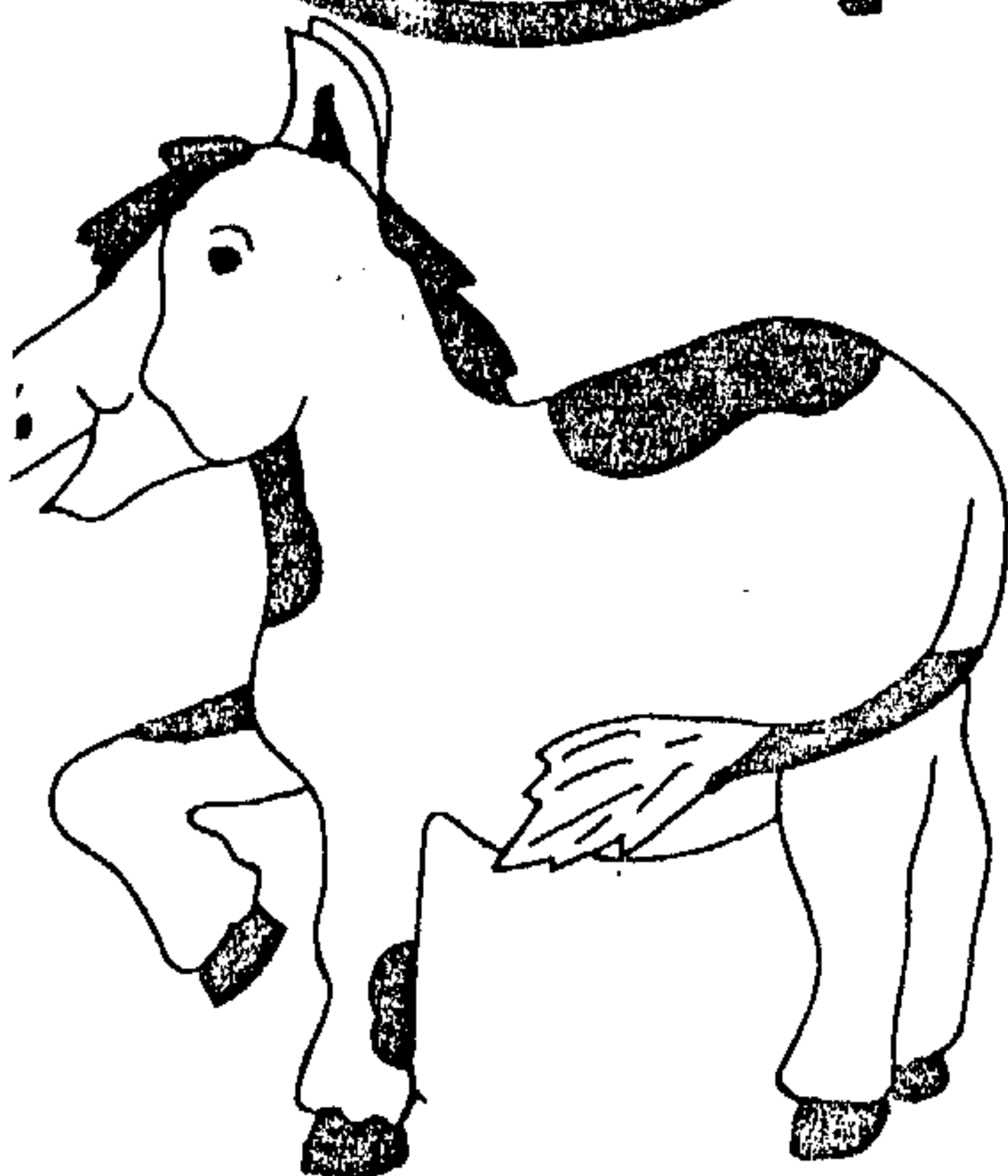
te: _____

Day: _____

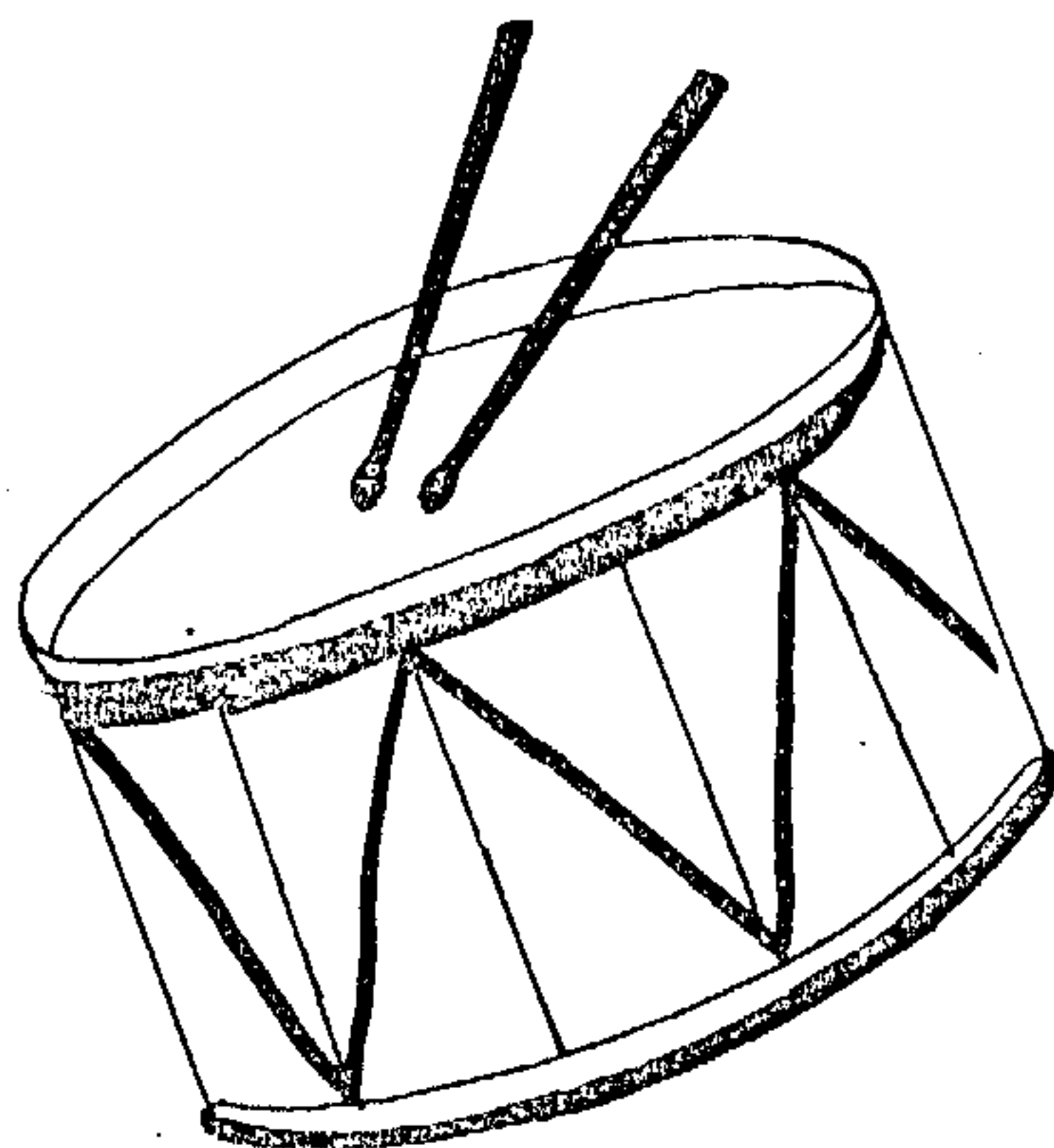
Introduction to letter 'd'



duck



donkey



drum

Worksheet

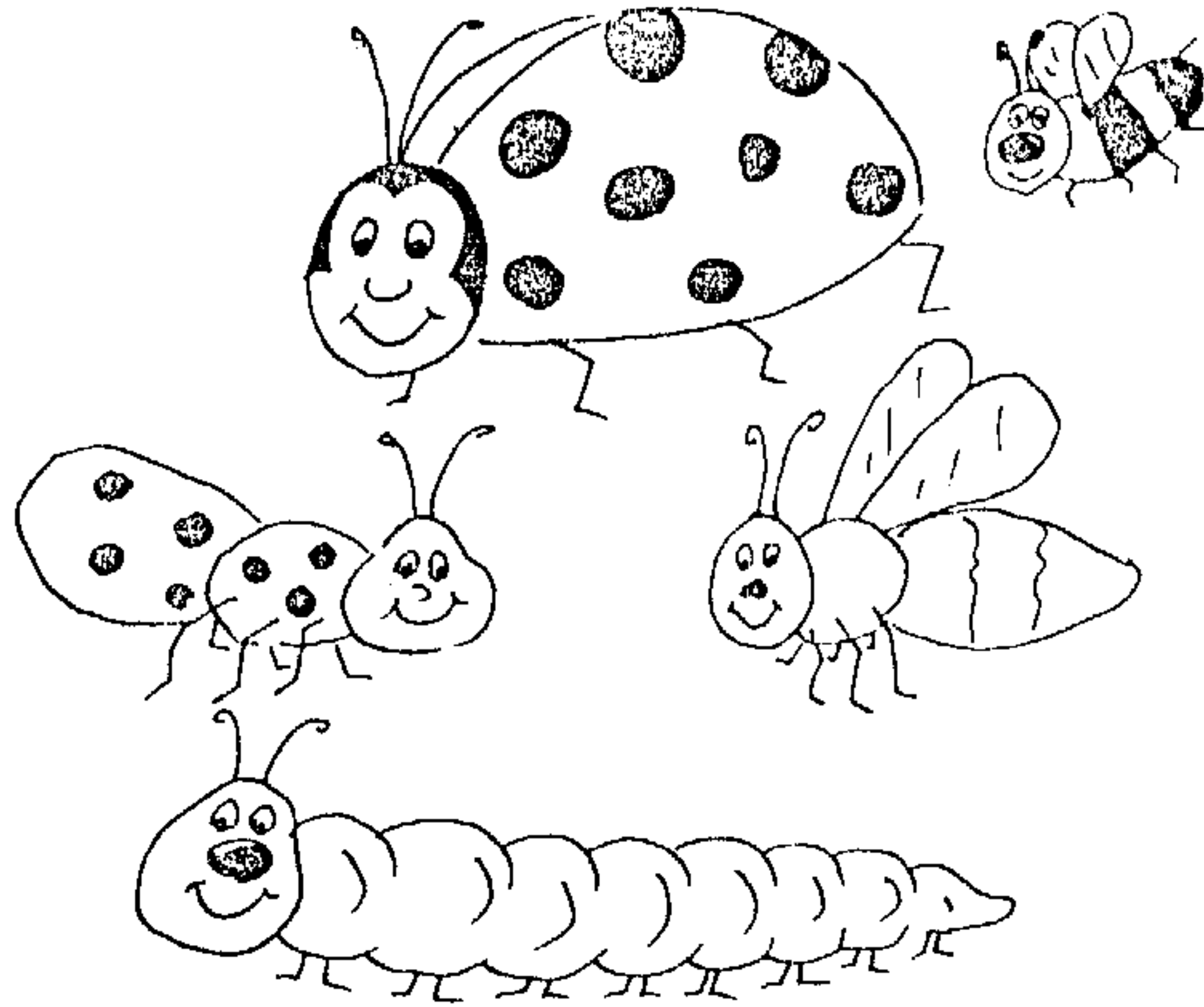
Level: Nursery
Week: 5

Term: 1
Day: 2

Date: _____

Day: _____

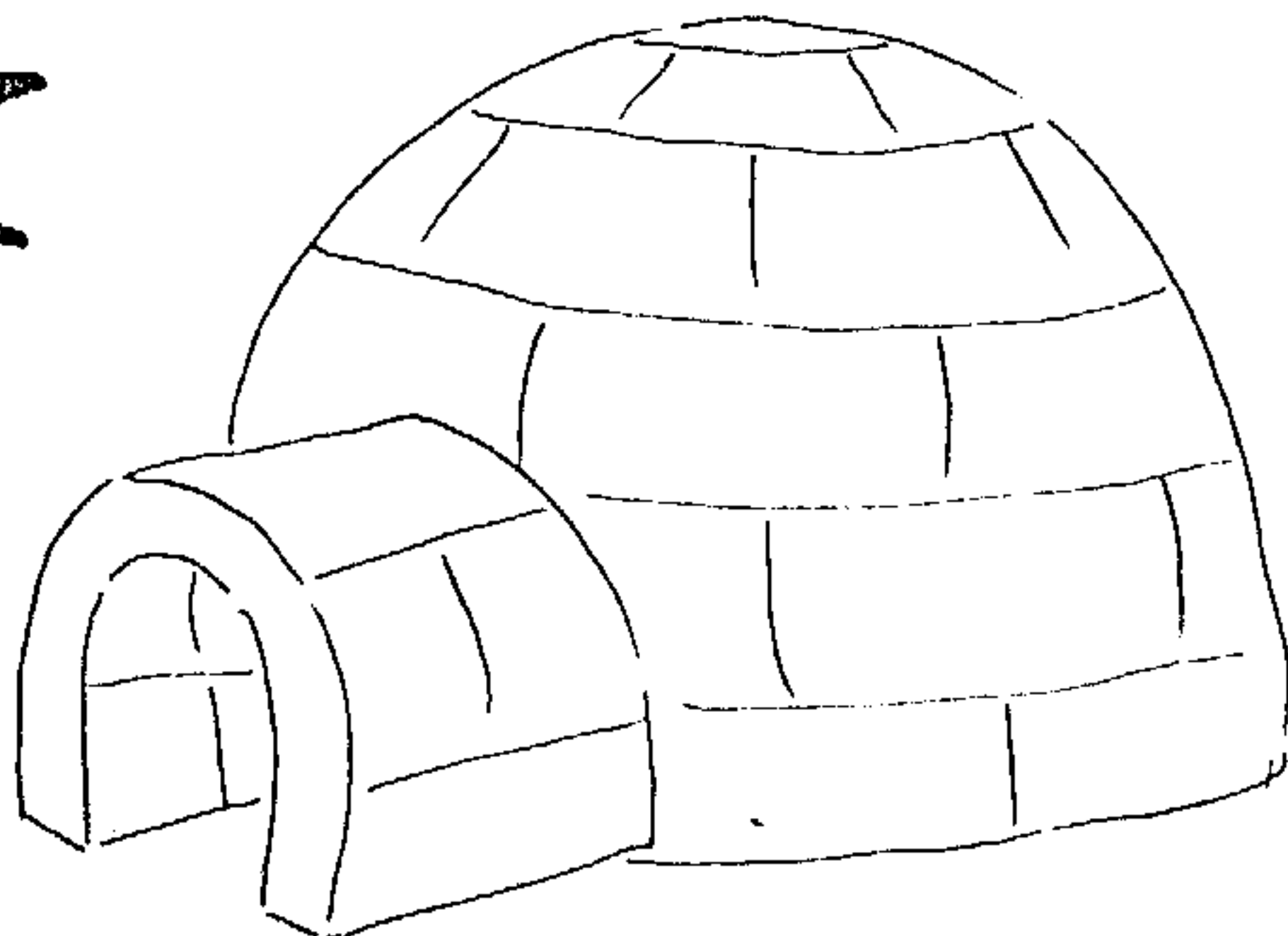
Introduction to letter 'i'



insects



indian



igloo

Worksheet

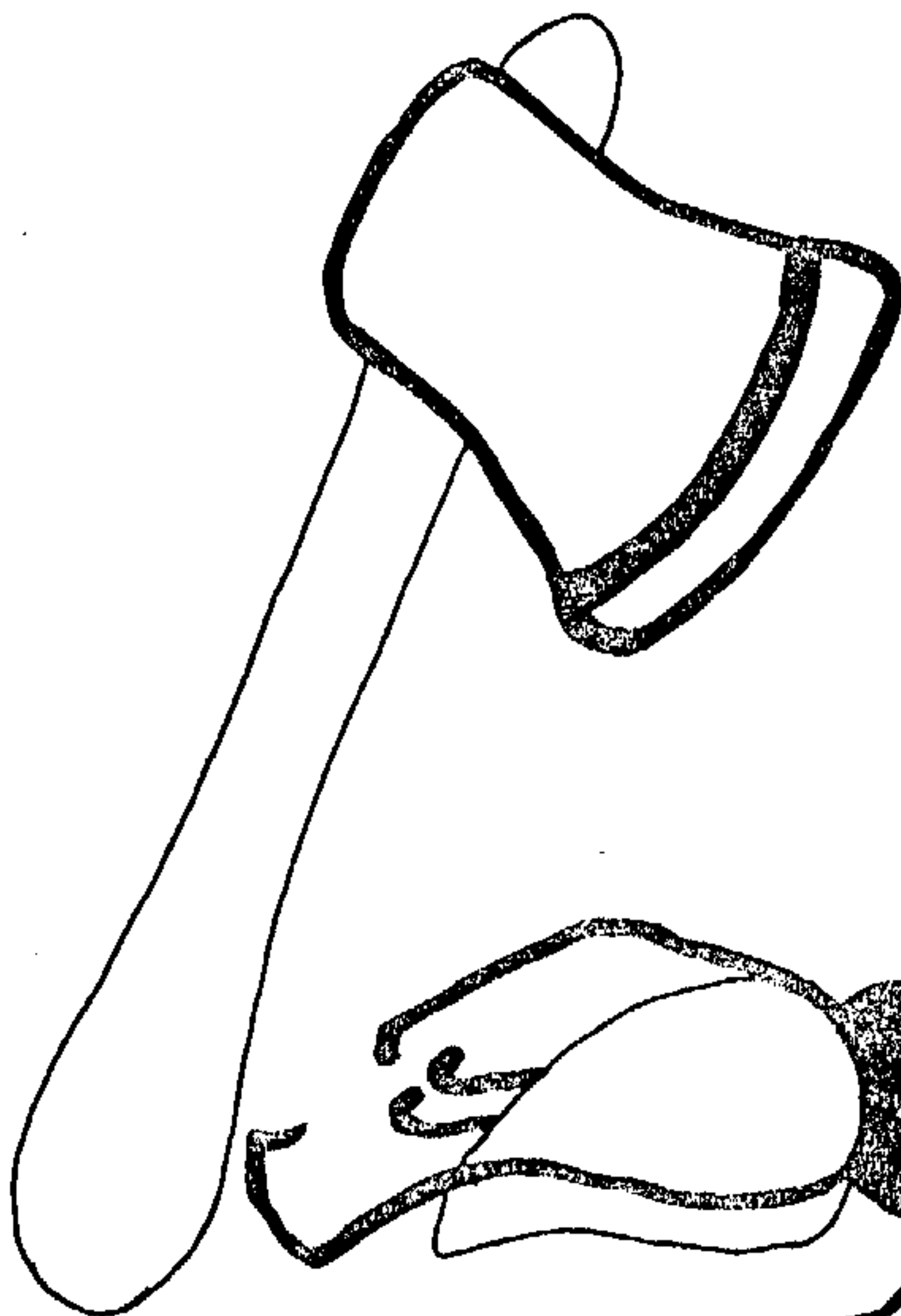
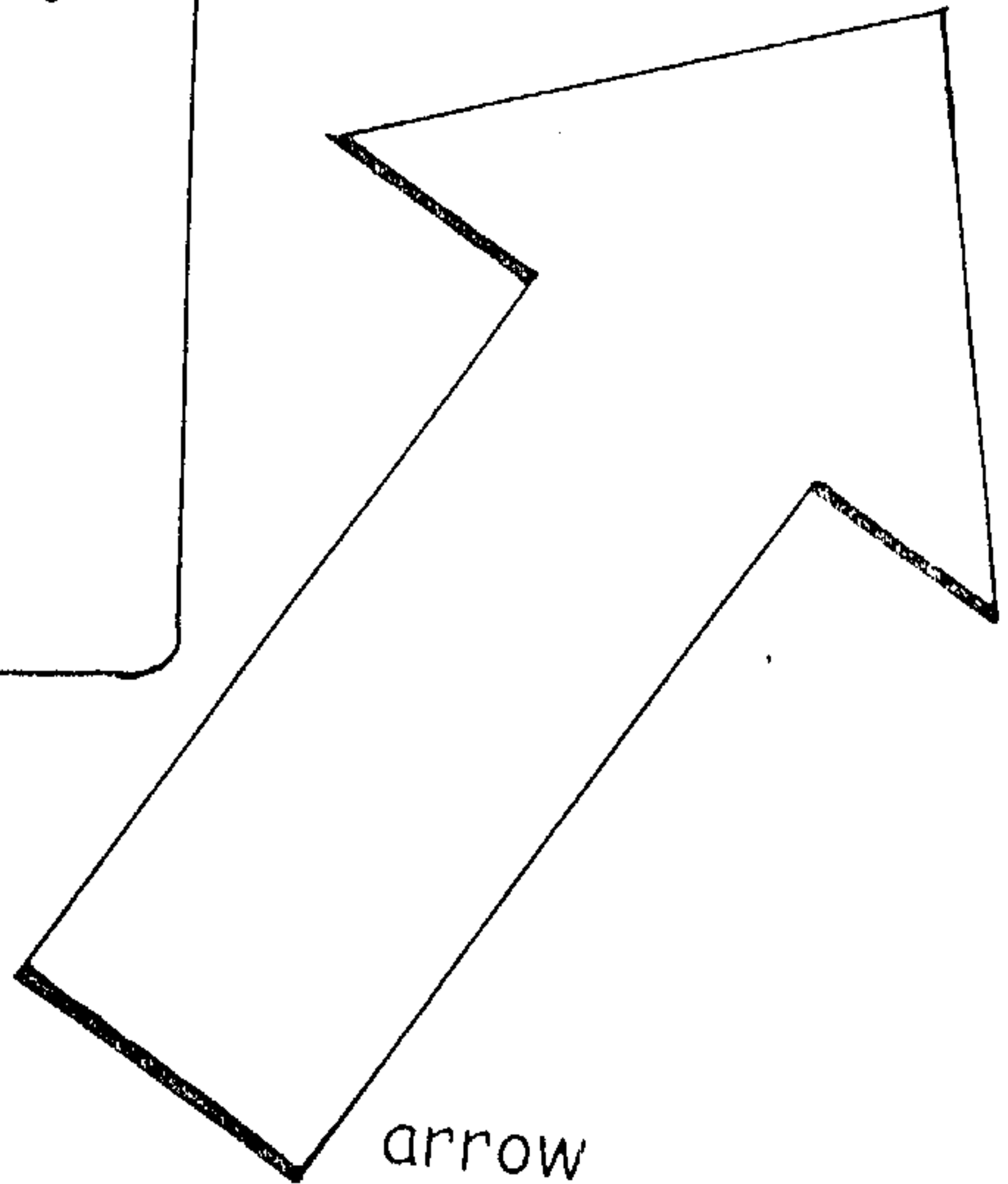
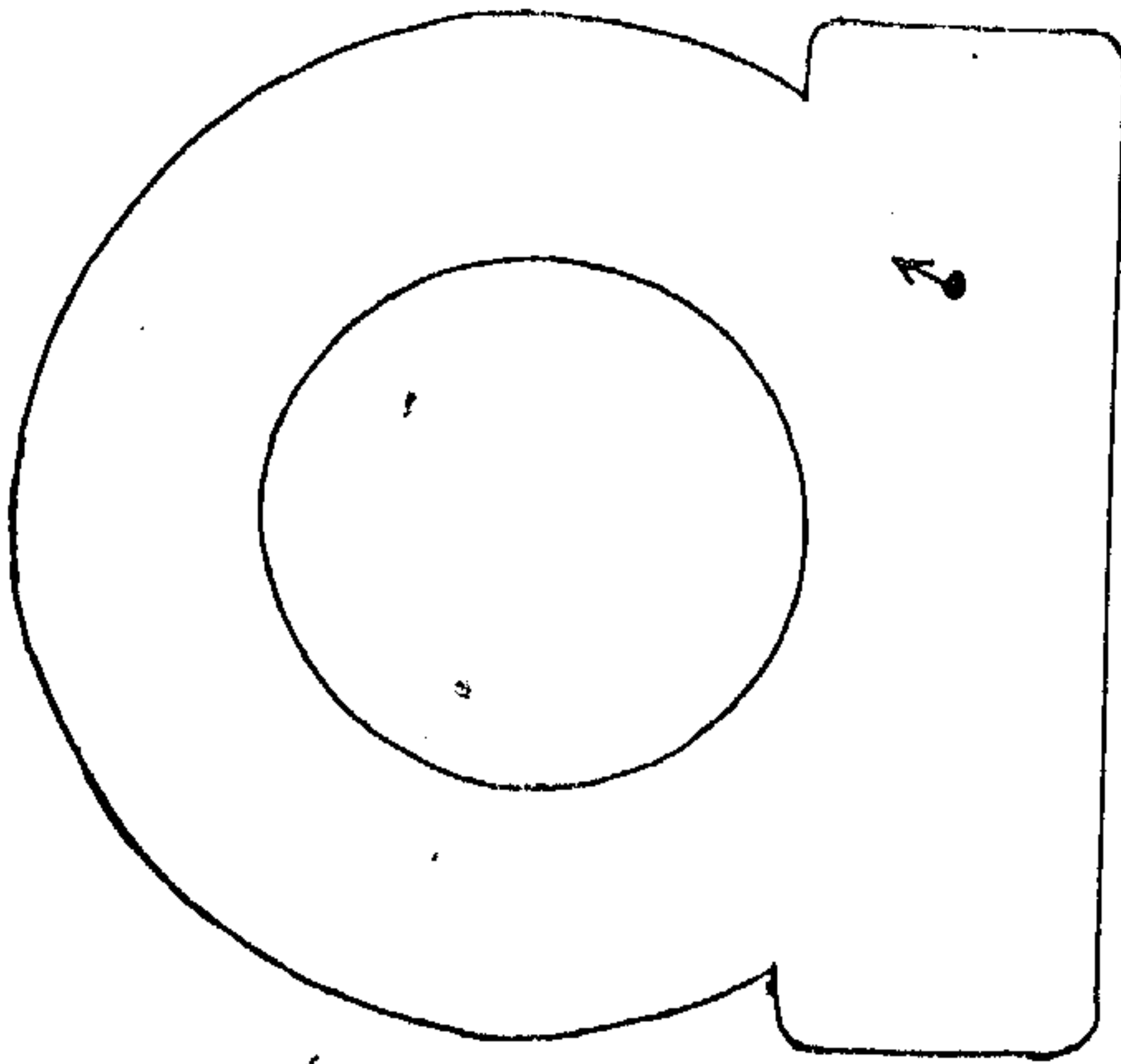
Level: Nursery
Week: 5

Term: 1
Day: 2

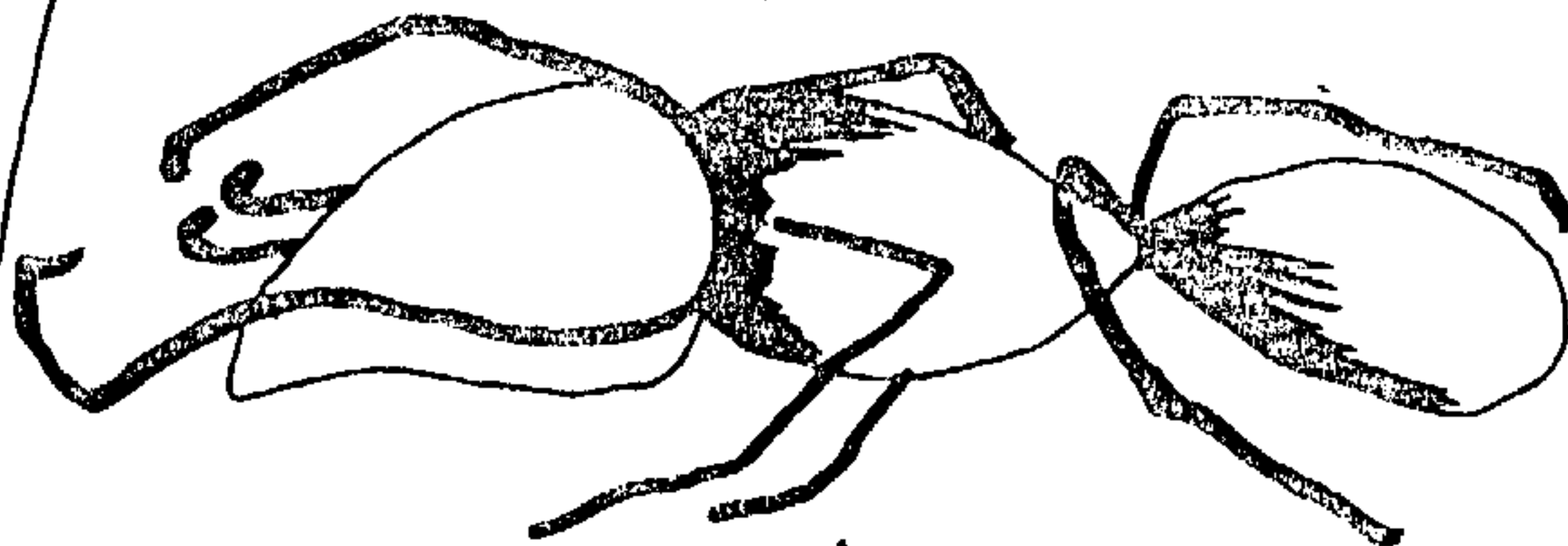
Date: _____

Day: _____

Trace and colour



axe



ant

Worksheet

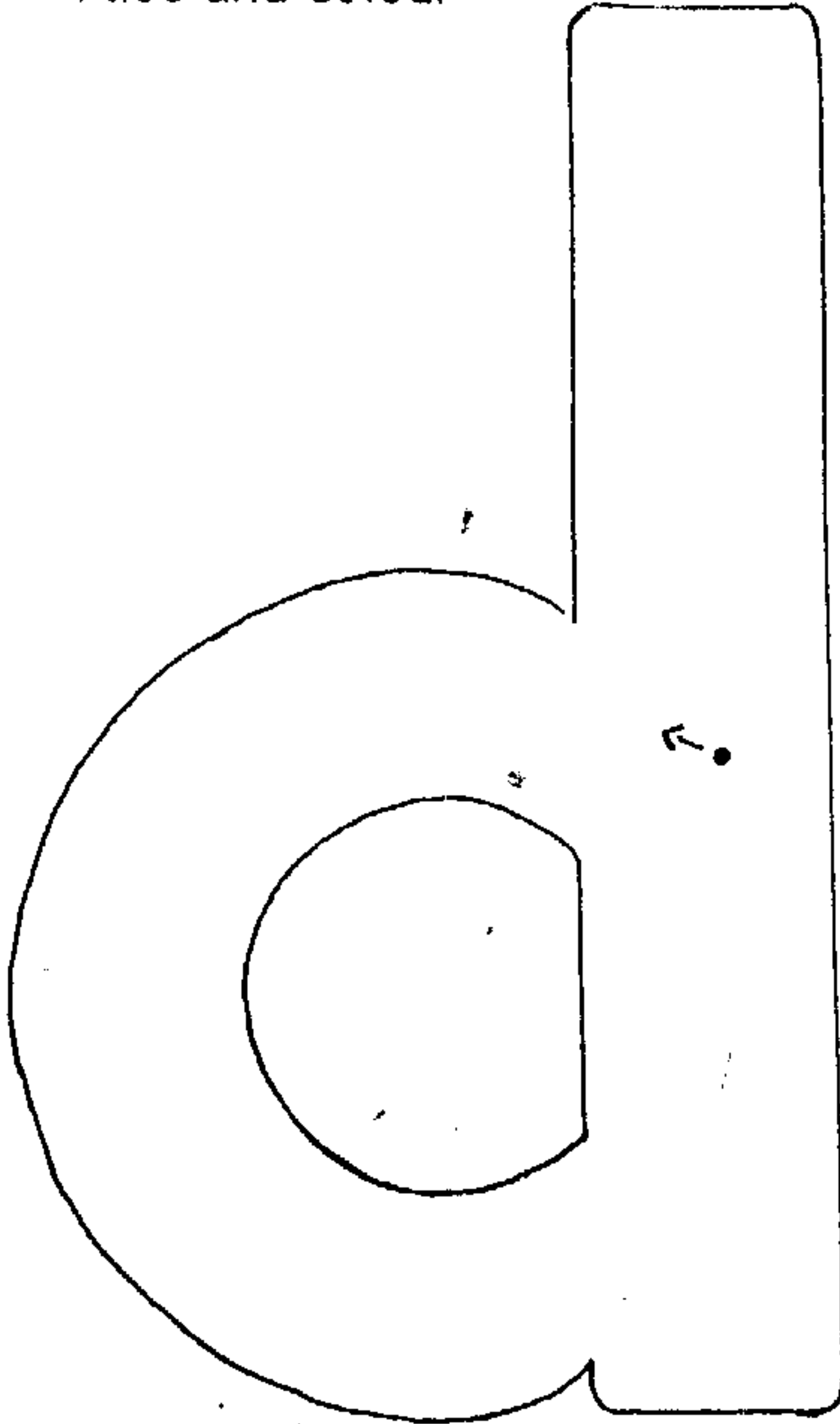
Level: Nursery
Week: 5

Term: 1
Day: 2

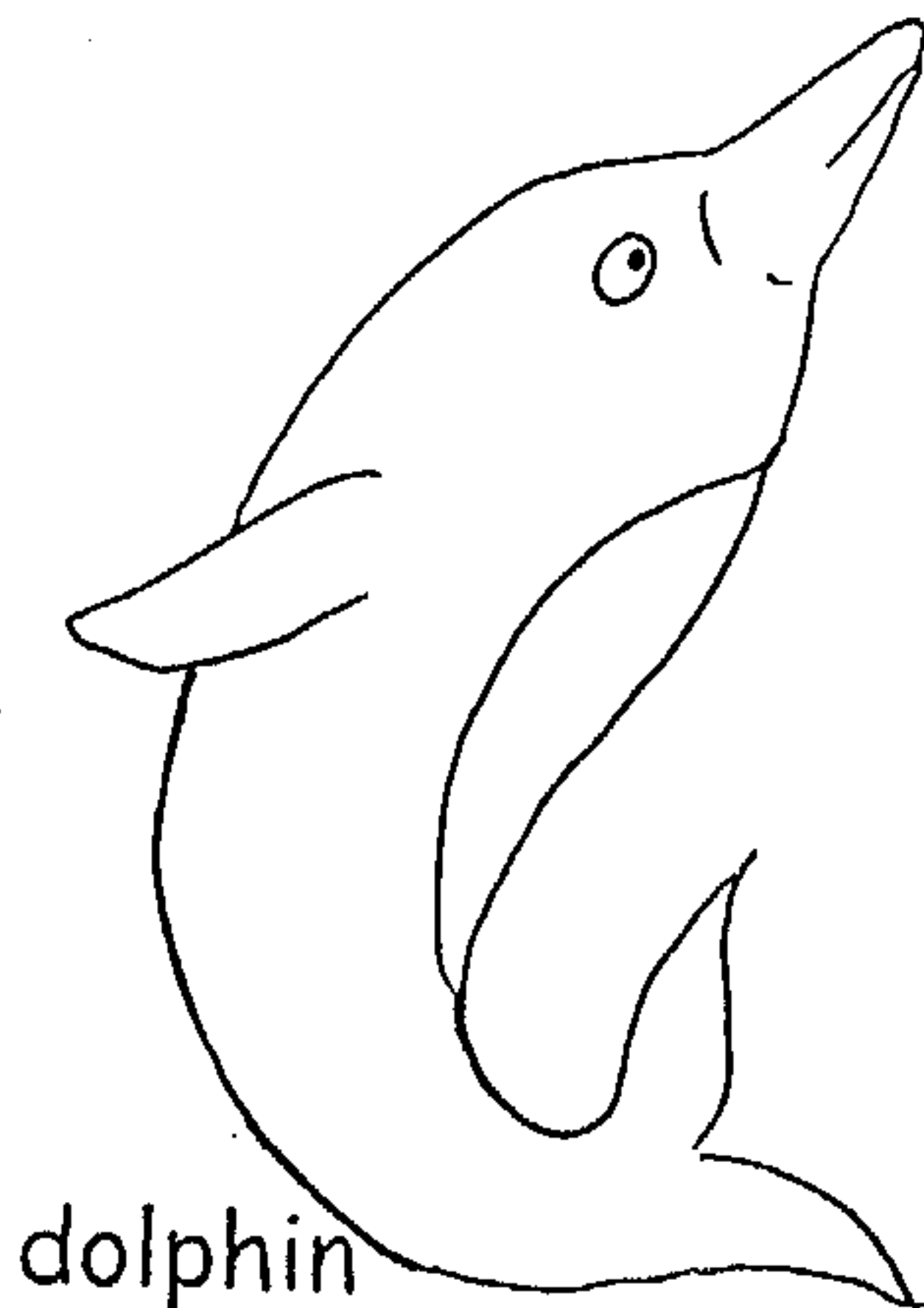
Date: _____

Day: _____

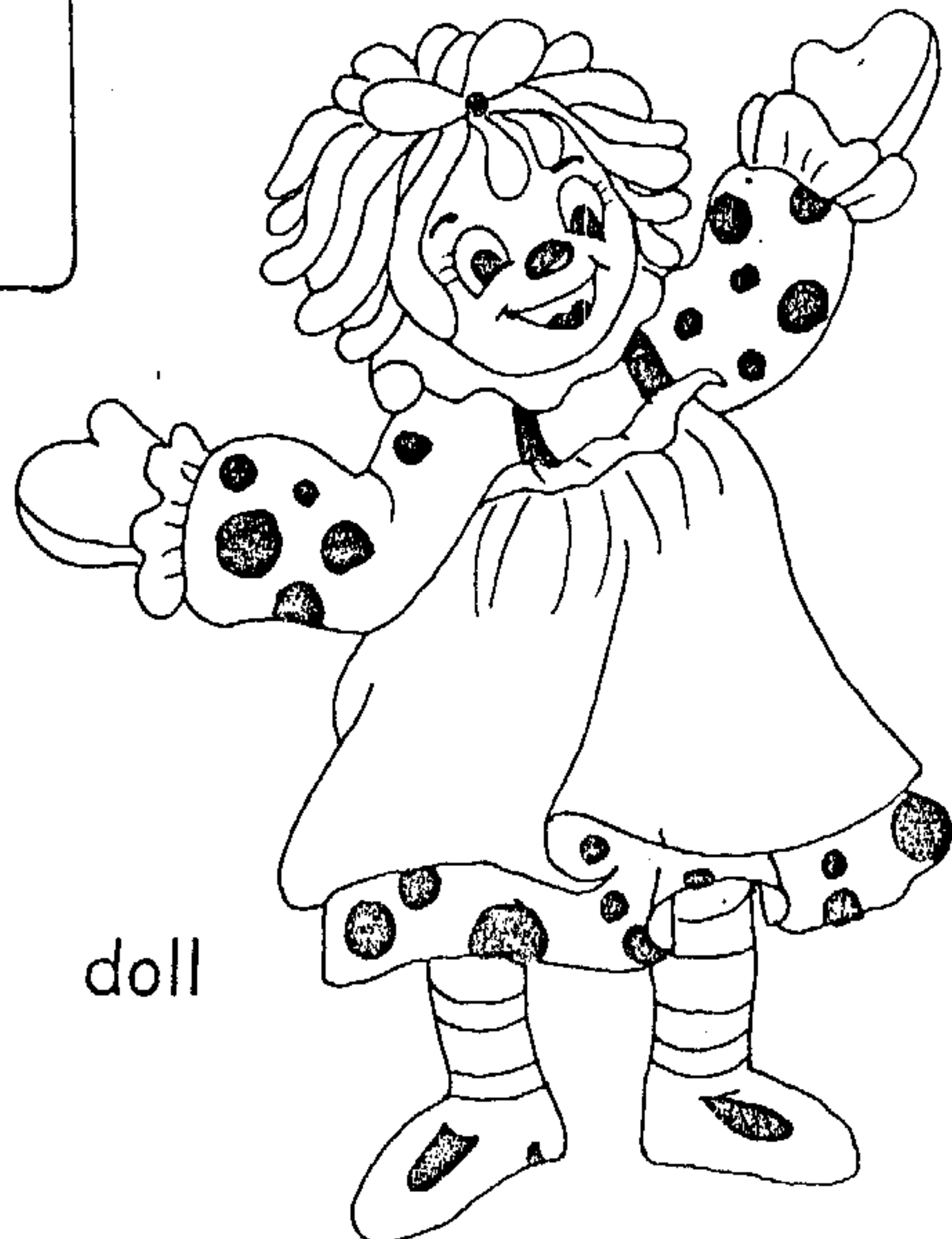
Trace and colour



dog



dolphin



doll

Worksheet

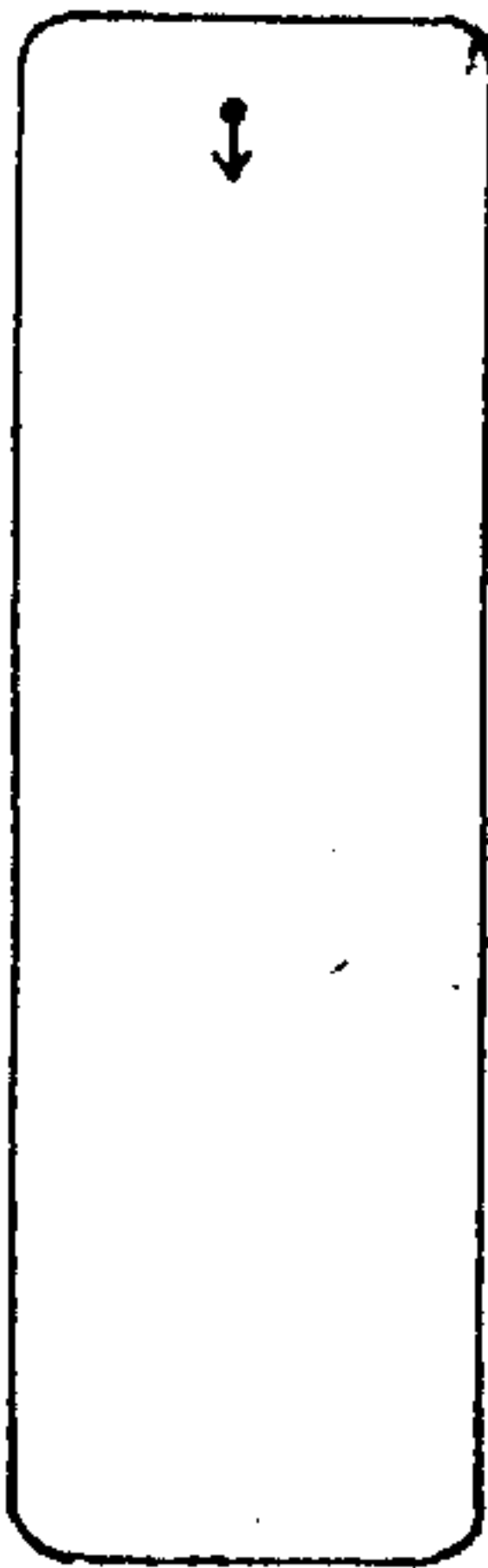
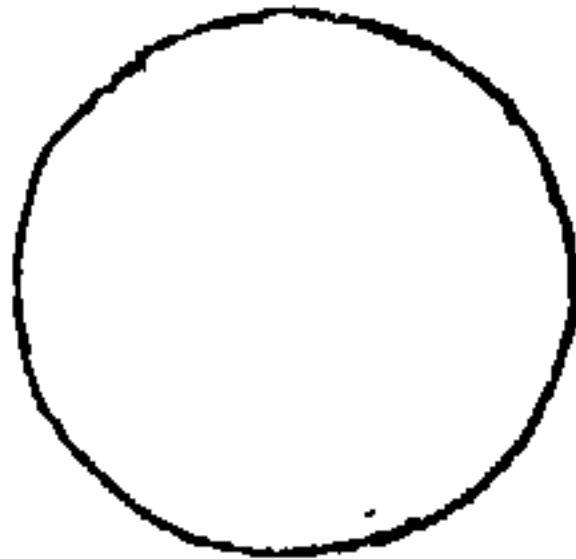
Level: Nursery
Week: 5

Term: 1
Day: 2

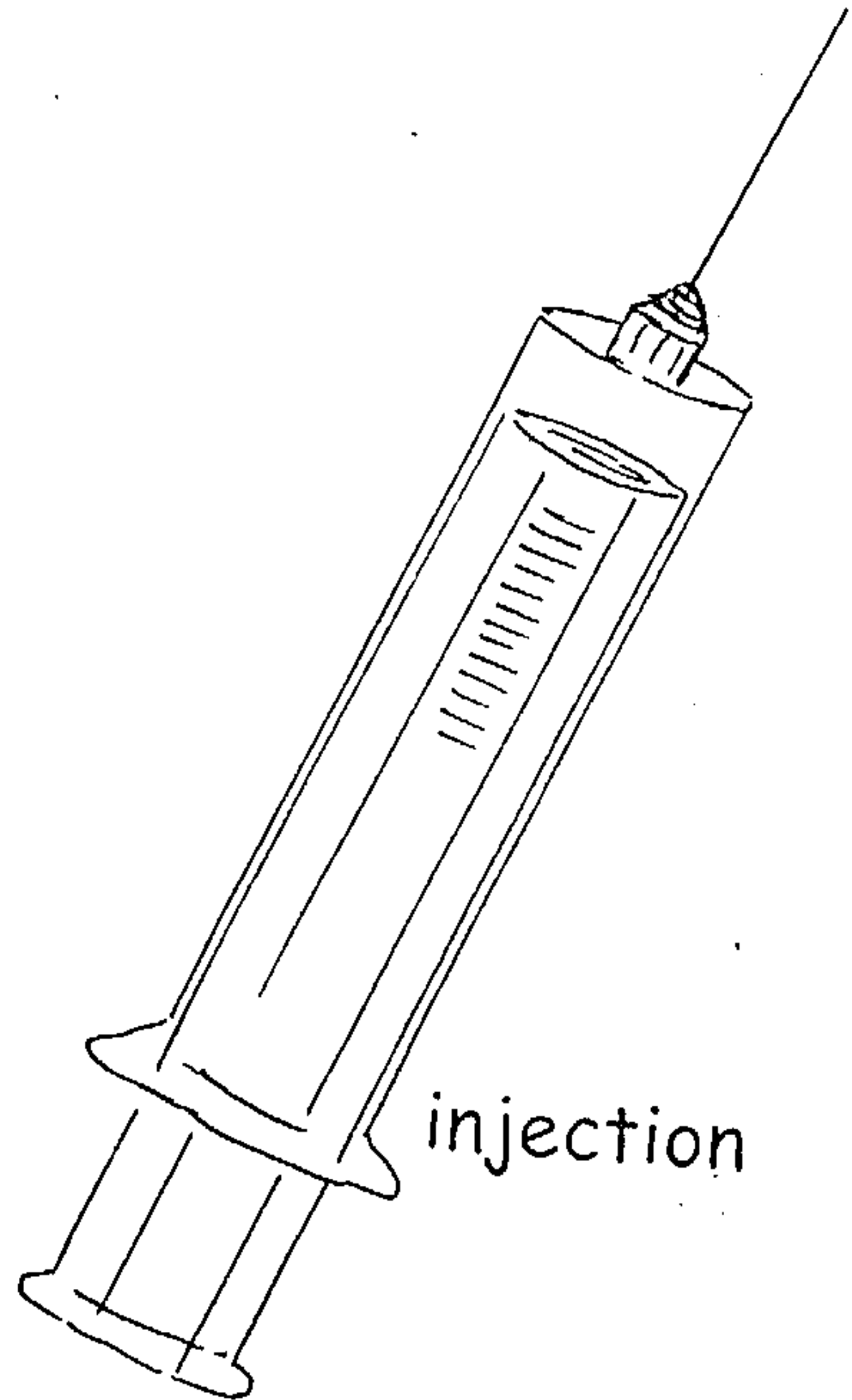
Date: _____

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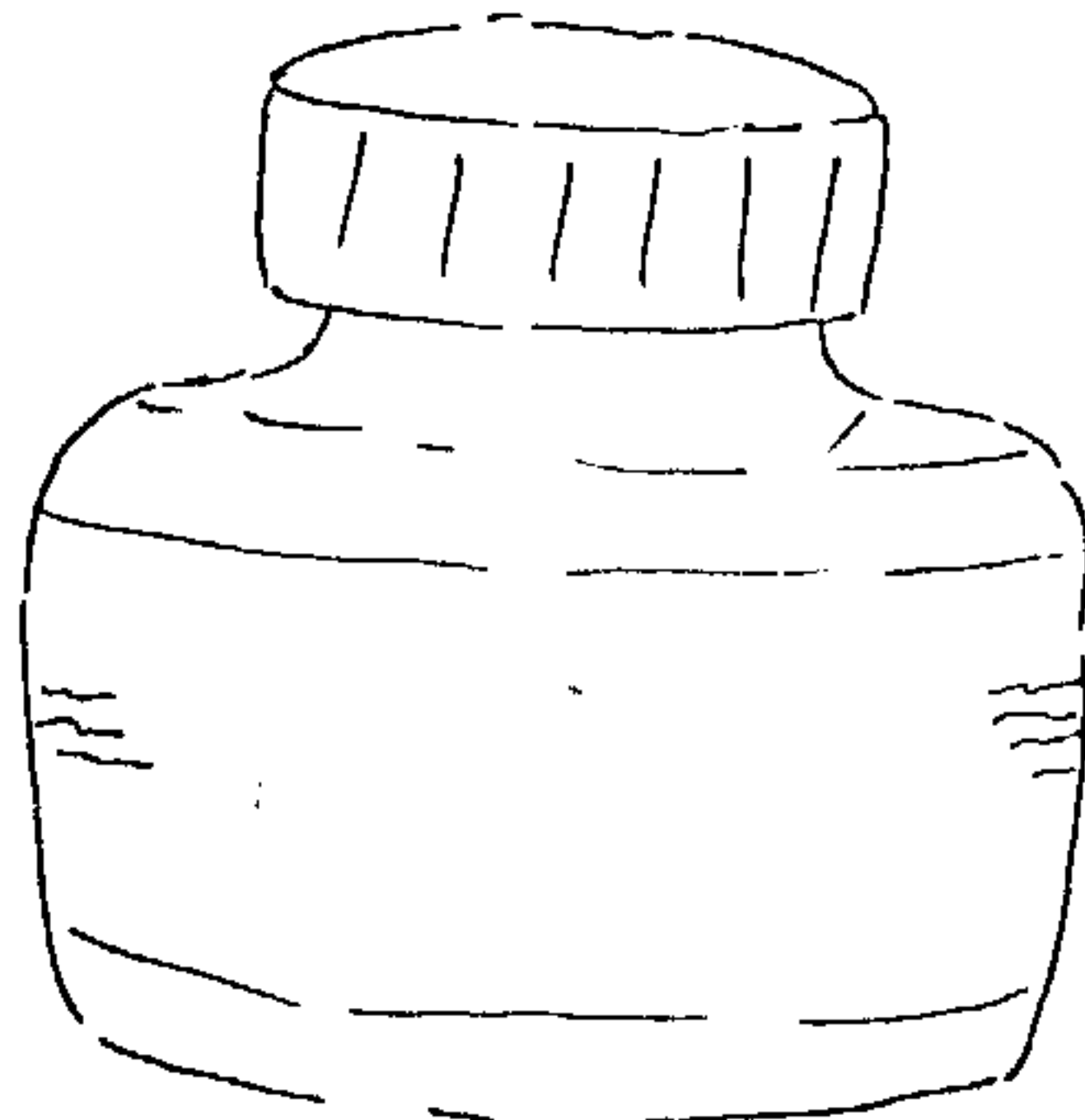
Trace and colour



indian



injection



ink pot

Lesson Plan

Communication

Level: Nursery
Term: 1
Week: 5
Day: 3

1. **Objectives:** The learner will be able to
 - Name the parts of the body and identify them (head, arms, legs, feet, hands)
 - Pin/Piont the cut outs of body parts correctly.
2. **Function:** All about me (Discussion).
3. **Activity:** Hand printing, Foot printing, How many times can you jump in 30 seconds?
4. **Material:** Soft board display about the human body.
Time/Clock watch, Body chart, Picture cards of Parts of the body, Puppet with moveable body parts. Body puzzles.

5. **Procedure:**

General introduction and discussion about the main parts of the body. A large human picture to be printed up on the board for further.

Pair Work:

Children should be given on opportunities to work in pairs Pin the legs and arms on the body.

Feed Book:

Vocabulary head arms legs feet, hand.

Work sheet:

To colour just to specify parts of the body.

Follow up.

Song

I have a body
A very special body,
it goes every where with me.

Lesson Plan

Communication

(Song)

Level: Nursery

Term: 1

Week: 5

Day: 3

1. **Objectives:** The learner will be able to name of the different parts of the body with the tune and rhythm.
2. **Function:** Singing a song on parts of the body.
3. **Activity:** Singing
4. **Material:** cassette and cassette player.

Procedure:

Task A. Song:

a. Preparation.

Tell them that they are going to listen to a song which is going to tell them the names of different parts of the body.

b. Introduction.

Discuss the Topic

Draw the parts of the body on the board.

c. Listening

Play the song, and they will listen.

d. Singing

Let the children sing along the cassette. You should also join in and sing with actions.

e. Group Sing

Task B. Fun Activity:

Lesson Plan

Communication (Song)

Level: Nursery

Term: 1

Week: 5

Day: 4

1. **Objectives:** The learner will be able to:
 - Recognize the five sensory organs.
 - Link the sense to its sound organ.
 2. **Function:** learning about the five senses.
 3. **Activity:** Mystery Bag activity
 - Tasting, sweet & salty food.
 - Touching something smooth & rough.
 - Smelling Jars.
 - Hearing a quiet noise & a loud noise.
 - See small insects and things under a magnifying glass.
 4. **Material:** Charts pictures about senses, material for mystery bag, flower, soap, dirty towel, fruit, garlic, chocolate, biscuits (saltish sweet)
-

5. **Procedure:**

a. **Preparation.**

To give then the concept of all the five senses through discussion practical demonstration and role play.

b. **Pair Work.**

Children can work in pairs on group with the mystery bag, sound board tasting jars, smelling bottles, touch Boards.

c. **Feed Back**

Vocabulary nose, eyes, hands tongue, smell, see hear, touch and taste.
Worksheet: Colours the sensory parts of year body.

Task A. Song:

I like my Head.
How about You

Task B. Fun Activity

Lesson Plan

Communication (Song)

Level: Nursery

Term: 1

Week: 5

Day: 5

1. **Objectives:** The learner will be able to:
 - answer questions about themselves and their families.
 - name their family members.
 - develop the feeling of love, caring and sharing.
 2. **Function:** Me and my family.
 3. **Activity:**
 - Teacher can prepare a photo frame, with a family picture of each child.
 - Role play activity children to act as different members of the family in a caring and sharing manner. (emphases to be laid on spoken English)
 - Call parents to help in activities or discussion.
 - Making of family Booklets.
 4. **Material:** Softboard, picture books having family pictures, family booklet, Family & children photographs.
-

5. **Procedure:**

- a. **Ask the following.**
 - Teacher can ask children about number of their family members.
 - Make comparison and let the children know.
 - Encourage children to ask questions.
- b. **Reading Aloud.**
 - Write the names of family members on the board.
 - Discuss the topic and give the vocabulary. Mother, father, sister, brother etc.
- c. **Group Reading.**

Distribute the booklets and ask the children to read after you aloud.

d. **Individual Reading.**

The class can do the Colouring in the pictures while you can call each child to read the text.

e. **Colouring in the Book lets.**

Task A. Colouring in the book let and doing the drawings.

Task B. Making of Photo frames.

Task C. Song

Worksheet

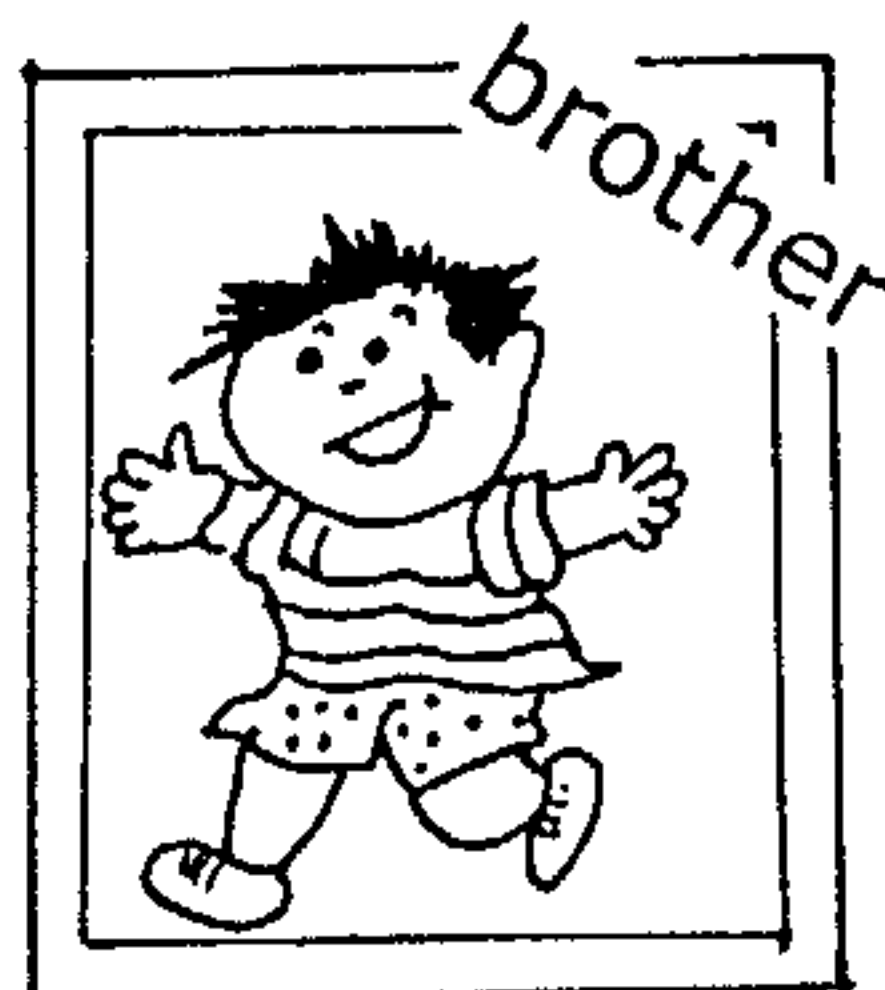
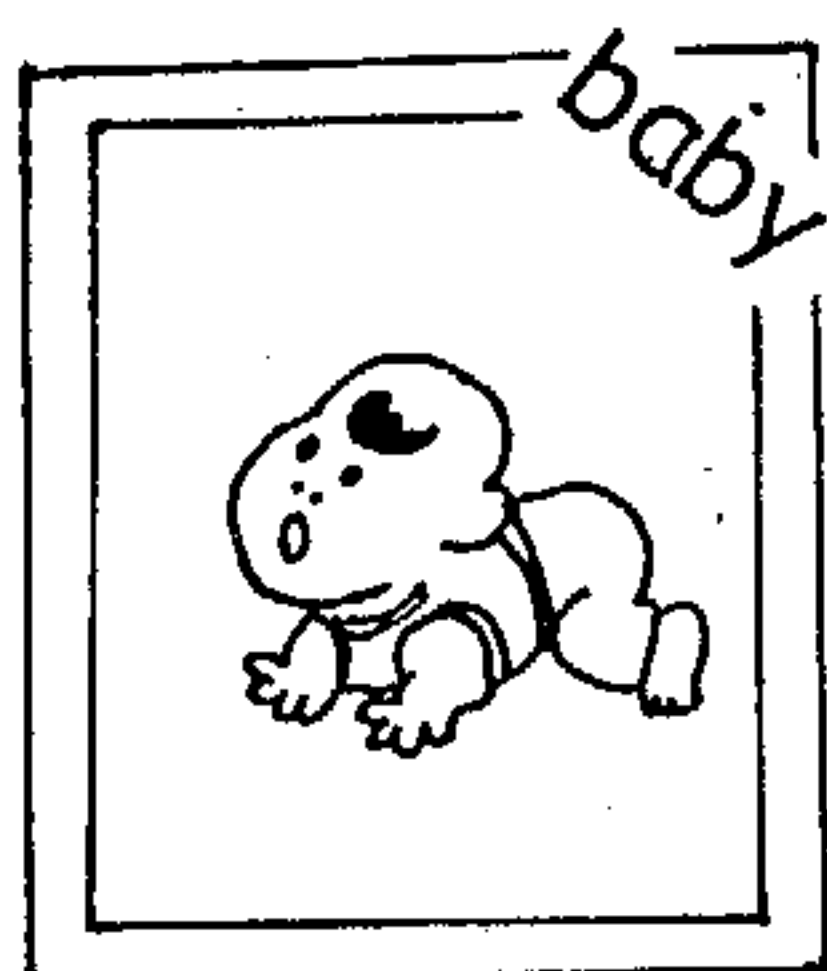
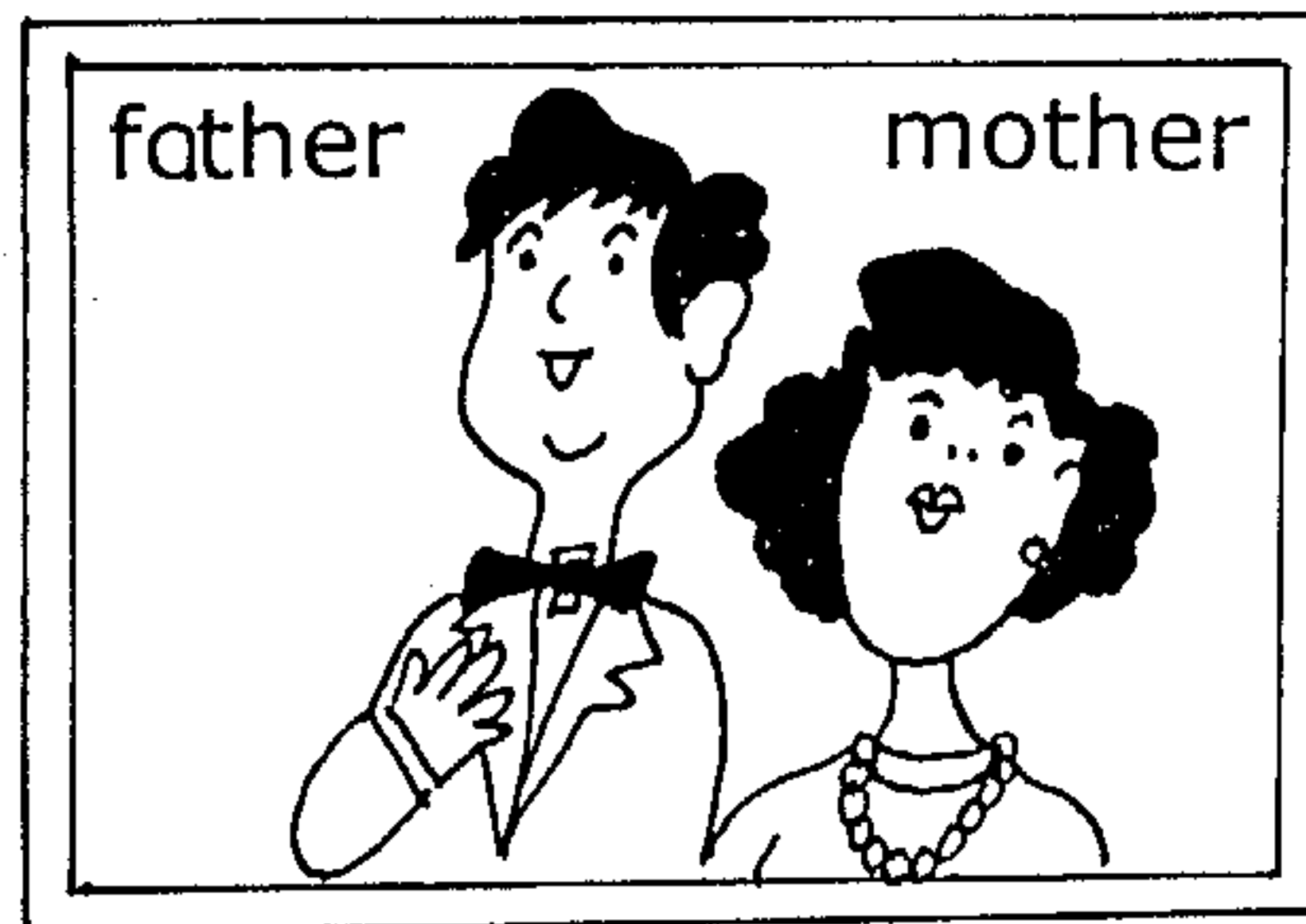
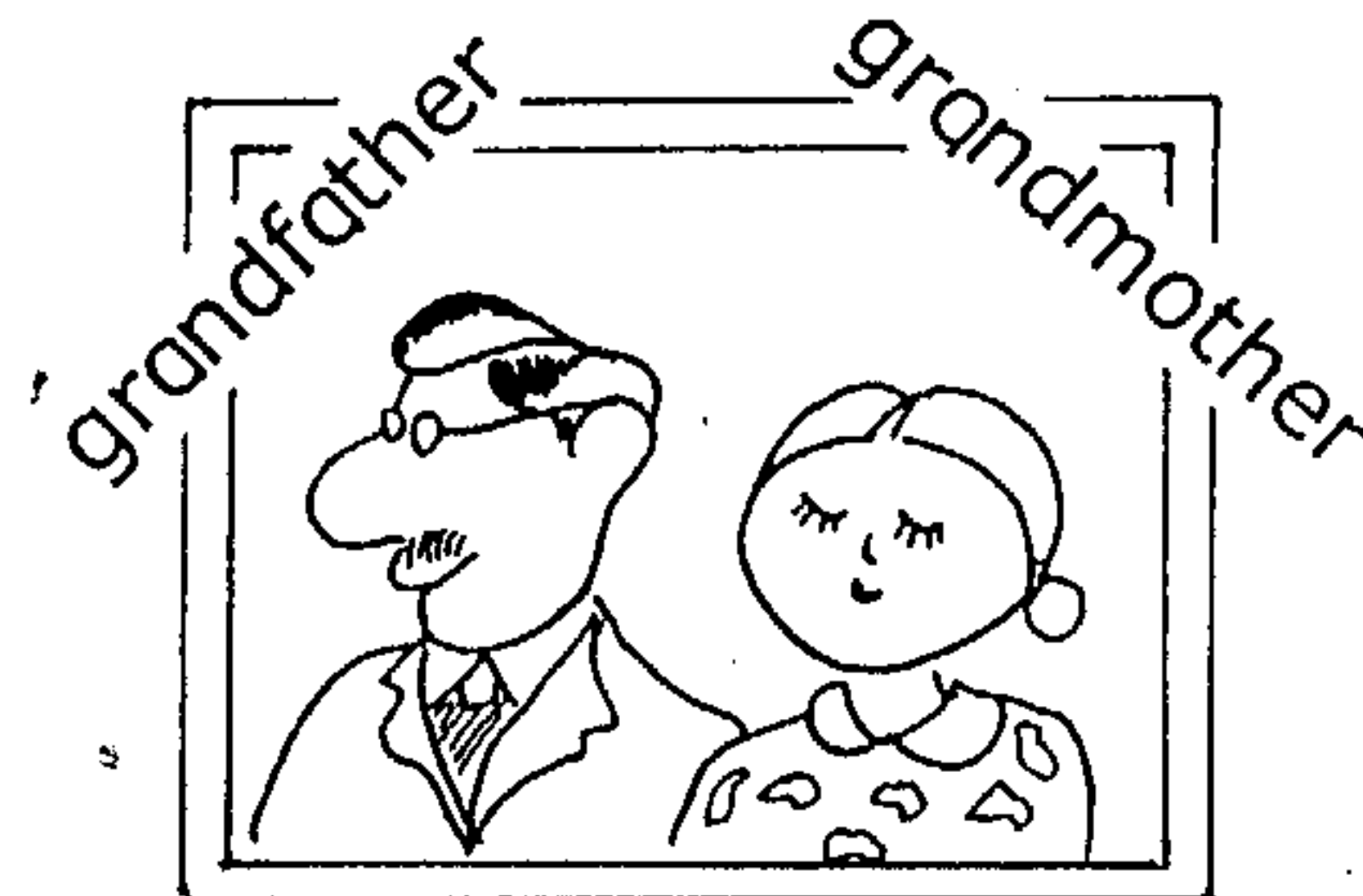
Level: Nursery
Week: 5

Term: 1
Day: 5

date: _____

day: _____

my family



Lesson Plan

Writing

Level: Nursery
Term: 1
Week: 5
Day: 6

Objectives:

The learner will be able to:

- Move the pencil with freedom and direct it to where the child wants it to go and keep it in the prescribed limits.
- Acquire mastery of hand art holding the writing instrument both in lightness and keeping within the lines.

2. Function:

Working with metal insets.

3. Activity:

Making different shapes by imposing and shapes imposing.

4. Material:

Metal inset colour pencils.

5. Procedure:

a. Preparation.

To begin with, take the metal frame of the square. Place a square shield of paper on the table and place the metal frame on that without its insets, with a colours pencil draw around the empty space of the cut out, Now lift the frame and the figure is reproduced in one colours on paper. Now take the inset and place it as exactly as possible within.

Lesson Plan

(English)

Level: Nursery

Term: 1

Week: 6

Periods: 8

Communication	Reading	Writing	Assessment
<ul style="list-style-type: none">• Tracing of a, d, and l in between the double line.• Song and Rhyme.• Introduction to the primary colours blue. Activities. Colouring of the associated pictures.	Text Peter is here and Jane is her. Reinforcement of words.	Tracings of a, d, and l in between the double lines.	Circle the correct sound. Joining exercise letter to letter, picture to letter.

Lesson Plan

Communication

Level: Nursery

Term: 1

Week: 6

Day: 1

1. **Objectives:** Children will be able to visualize discrimination of primary colours blue.
 2. **Function:** Introduction to the primary colours blue.
 3. **Activity:** Sorting of blue objects Art work related to the colours.
(Making of blue flowers out of used Paper cups.
 4. **Material:** Real objects, Pictorial Books, Flash cards, Paper cups, Work sheet.
-

5. **Procedure:**

Showing and discussing colourful objects that are blue. Colouring the things that are blue sorting of blue things and objects setting up a colours corner. Children can bring in blue thing for the blue corner.

Lesson Plan

Communication

Level: Nursery
Term: 1
Week:6
Day:1

1. **Objectives:** The learner will be able to:
 - Vocabulary Development.
 - Enjoy the rhythm of the nursery rhyme.
 - Pronounce the rhyming words and links of the song.
 2. **Function:** Singing a song.
 3. **Activity:** Singing with prop and actions.
 4. **Material:** Song page (O the Grand old Duke of York) cassette & cassette
-

5. **Procedure:**

Task A. **Song**

a. **Preparation.**

Tell the children that they are going to sing a song of different i for instruments d for drum and the concept up and down.

b. **Listening.**

Children will be listening to the song on the cassette.

Singing.

Children will song along the cassette. Teacher can also join in and show them to sing with action. Later the children can sing without the cassette.

k. **B. Fun activities.**

Work sheet. Colouring of different instruments.

Worksheet

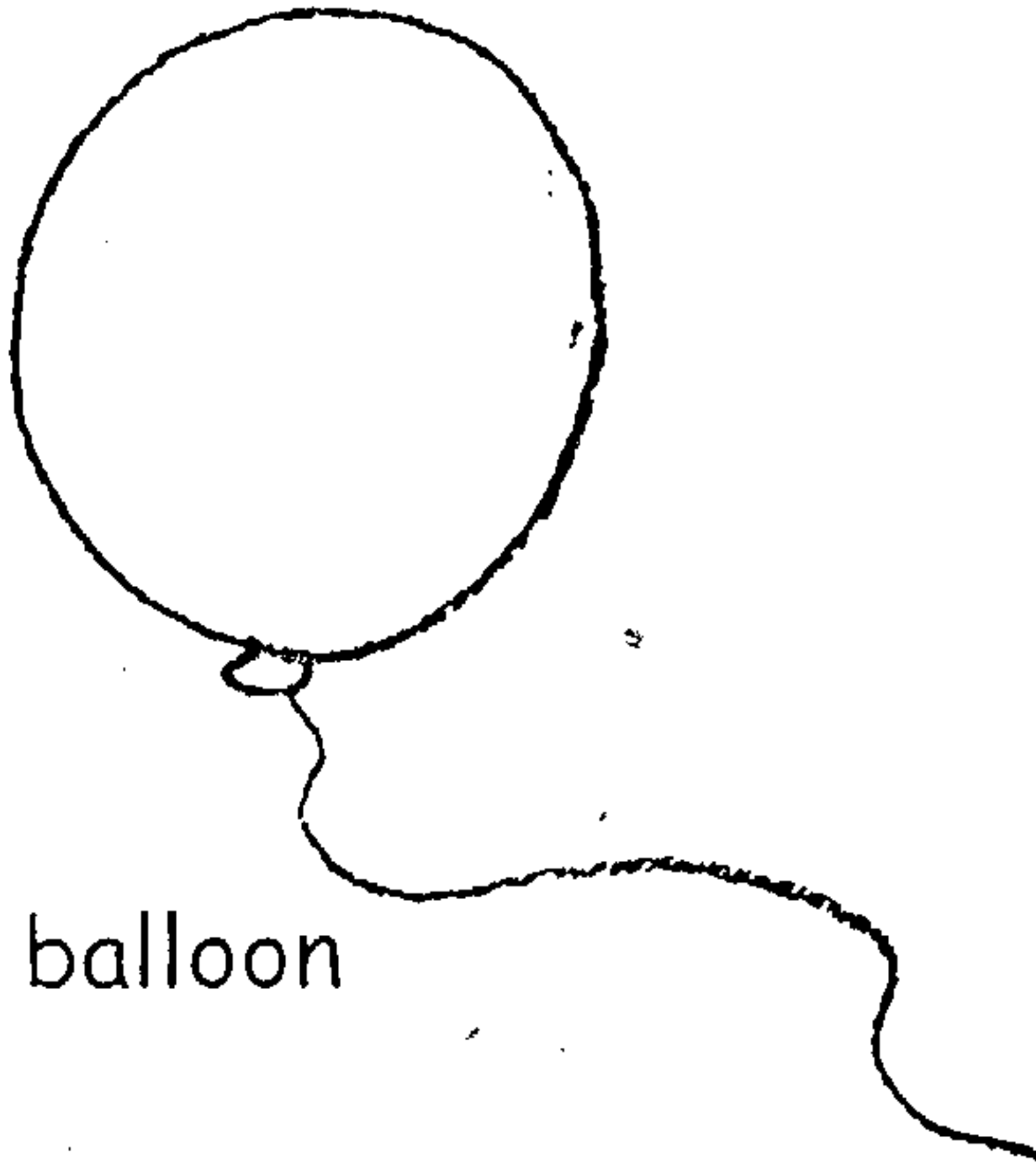
Level: Nursery
Week: 6

Term: /
Day: /

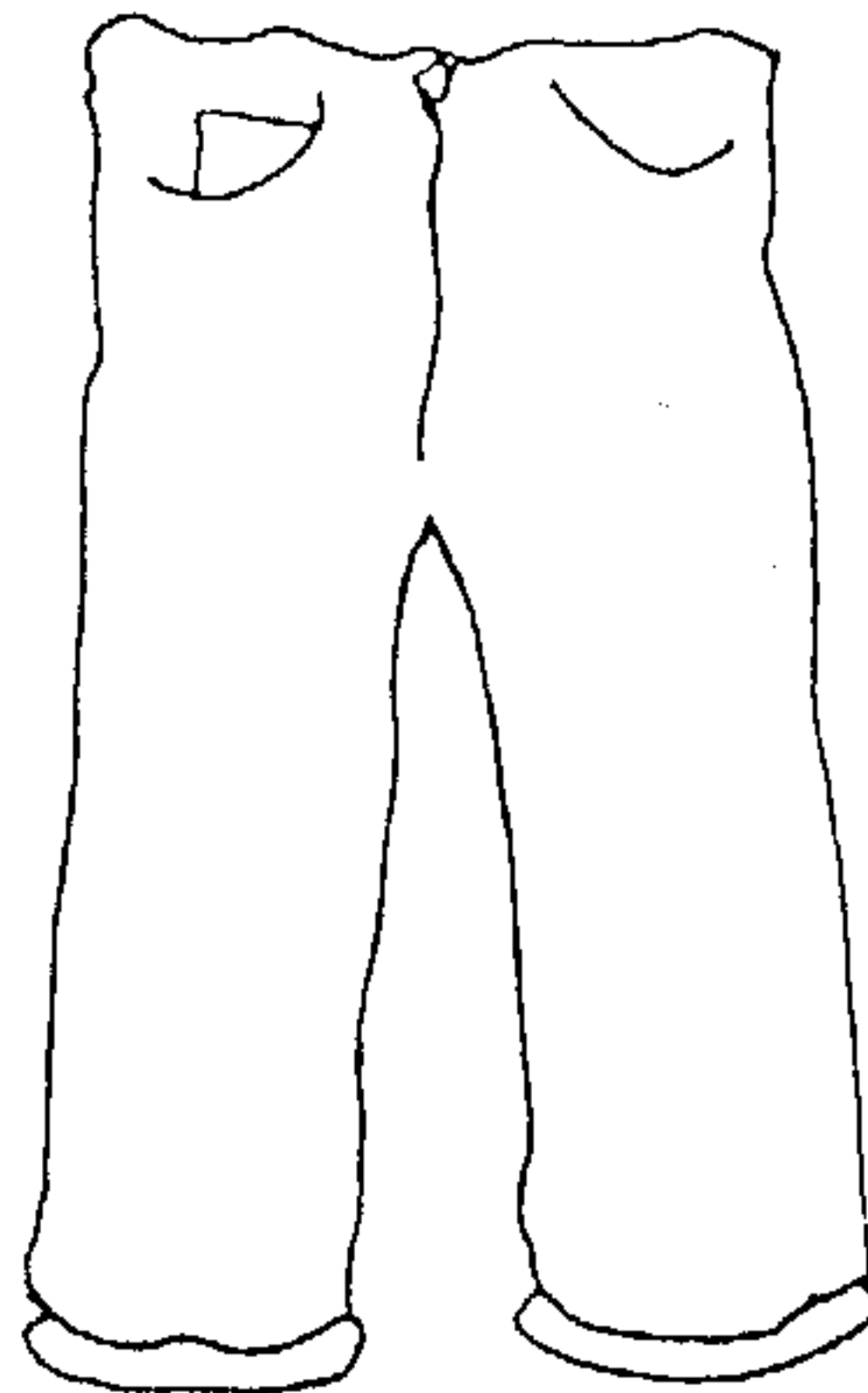
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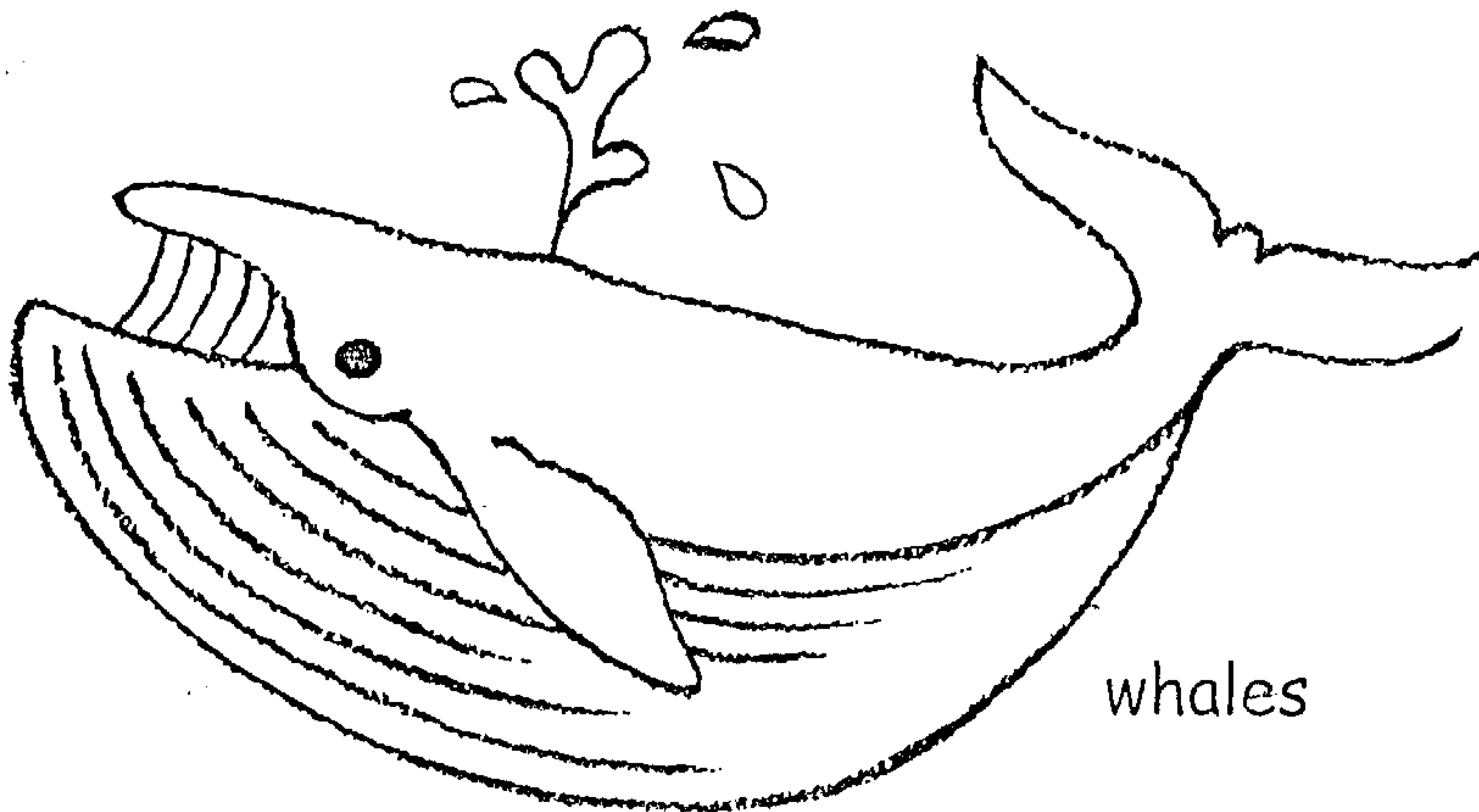
hese things are usually blue.



balloon



jeans



whales

Worksheet

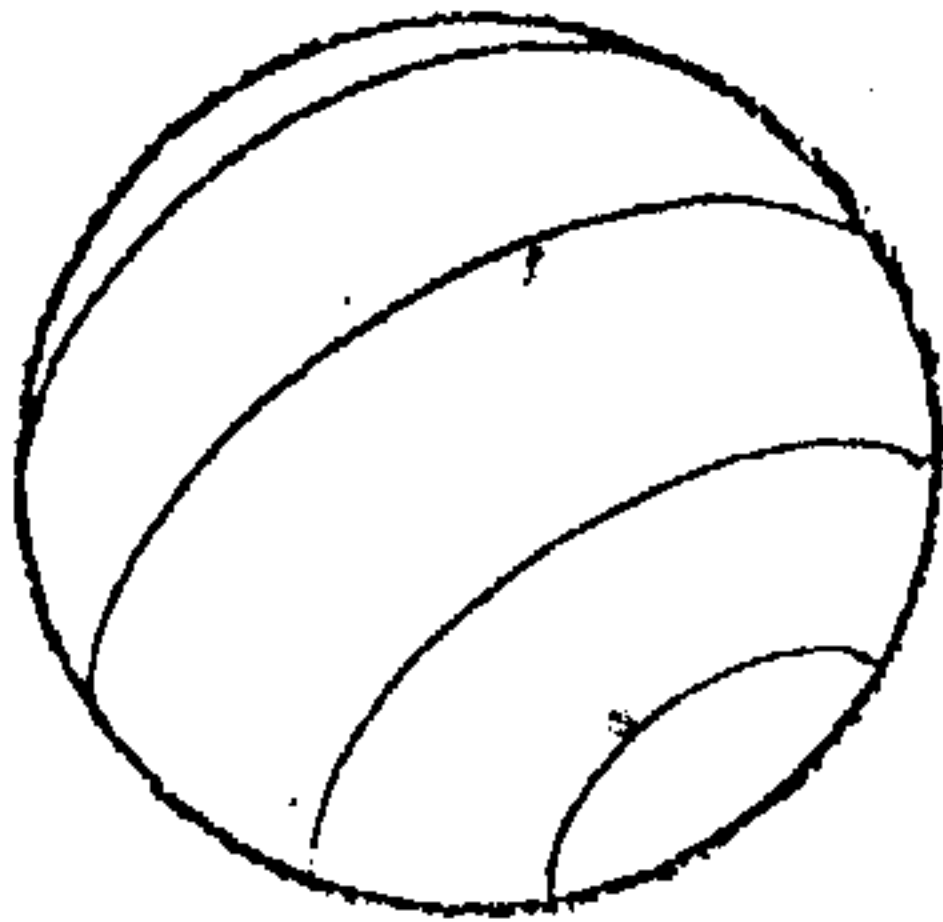
Level: Nursery
Week: 6

Term: I
Day: I

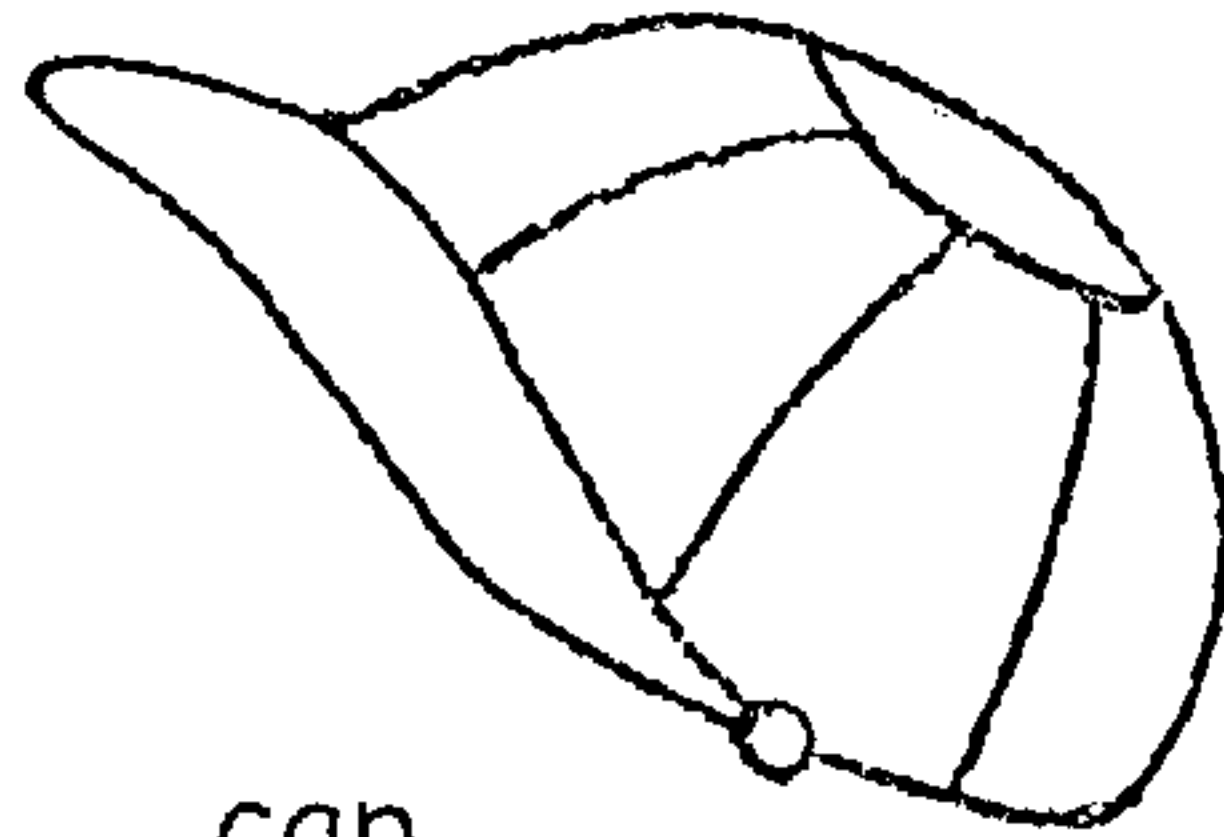
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Day: _____

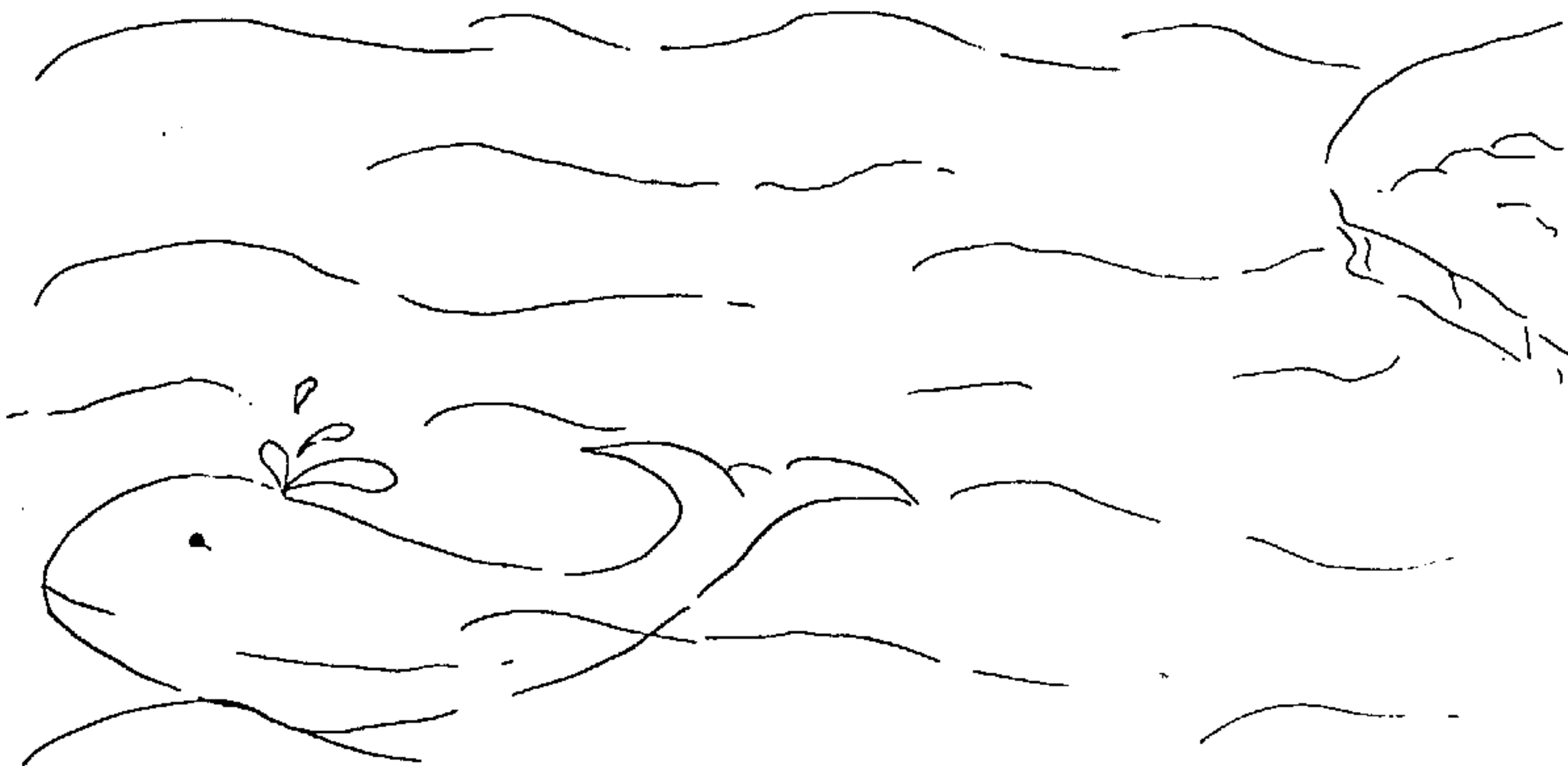
More blue things



ball



cap



blue sea

Lesson Plan

Communication

(Reinforcement)

Level: Nursery

Term: 1

Week: 6

Day: 2

1. **Objectives:** The children will be able to:
 - Memorize the sounds learnt earlier.
 - Recognize the letter.
 - Develop vocabulary.
 2. **Function:** Reinforcement of c, l, o, d, a, i.
 3. **Activity:** Children will do match and join activities.
 - Match the pictures with the letters.
 4. **Material:** Sand trays, sand paper letters, Flash cards, Pictures & Read objects, Sound corners.
-

5. **Procedure:**

- a. Tracing on sand paper letters and sand tray. Writing in sand. Matching exercise.
- b. **Group Work.**
Children can work in pair or group.

Lesson Plan

Writing

Level: Nursery

Term: 1

Week: 6

Day: 3

1. **Objectives:** The children will be able to trace the letter 'a' with proper formation.
2. **Function:** Tracing of letter 'a' in between the double line from a given point with crayon.
3. **Activity:** Colouring in the associated pictures.
4. **Material:** Worksheet or copies, Flash cards, sand tray sand paper letters.

5. **Procedure:**

- a. The teacher will teach and help the children with the formation of the given letters.
- b. **Group Work.**
One group can work with the material and one group can do the worksheet.

Feed Back. Observing the children while doing the work sheet and tracing in the sand etc.

Worksheet

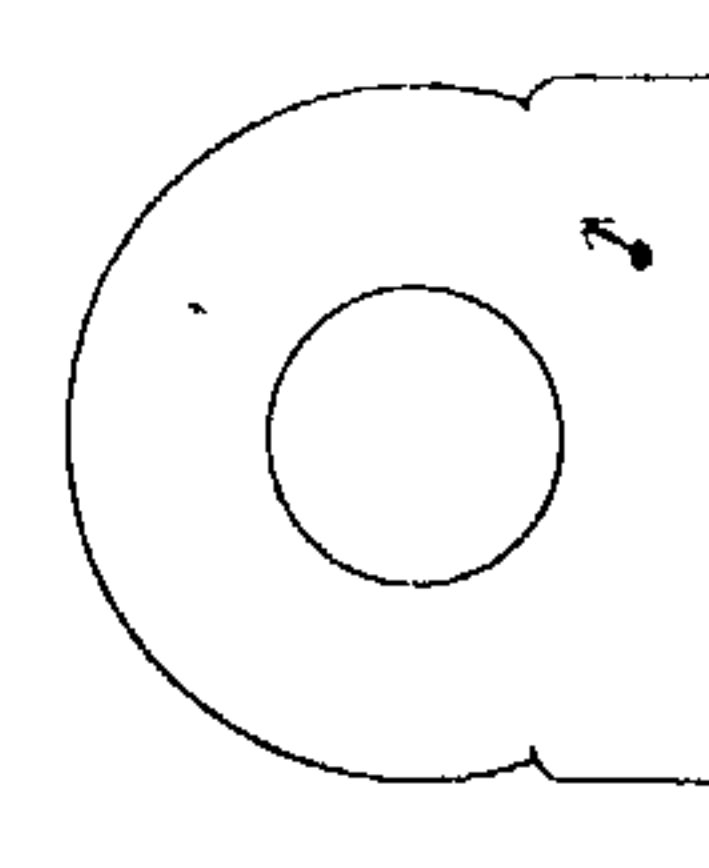
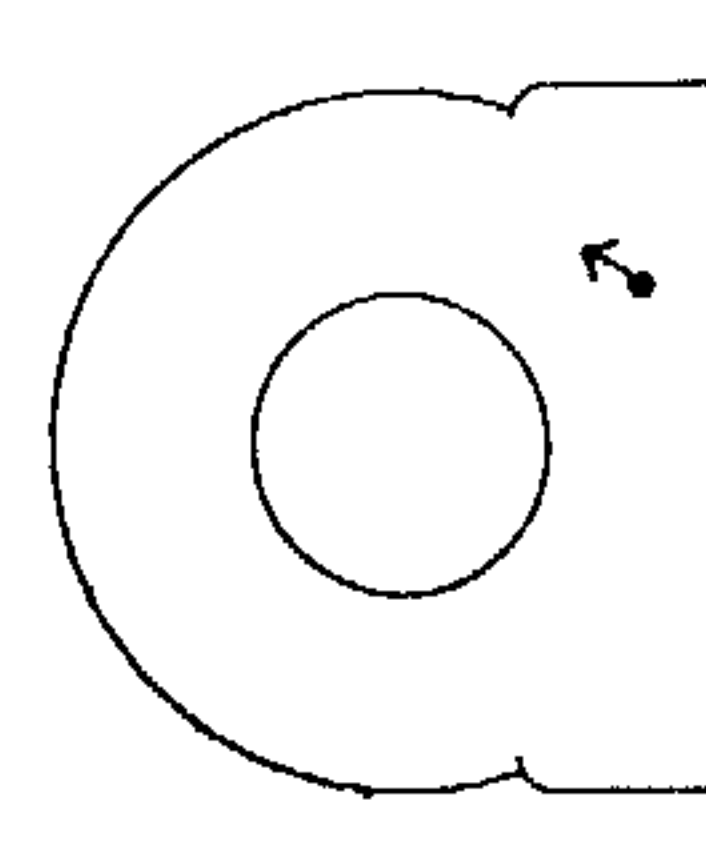
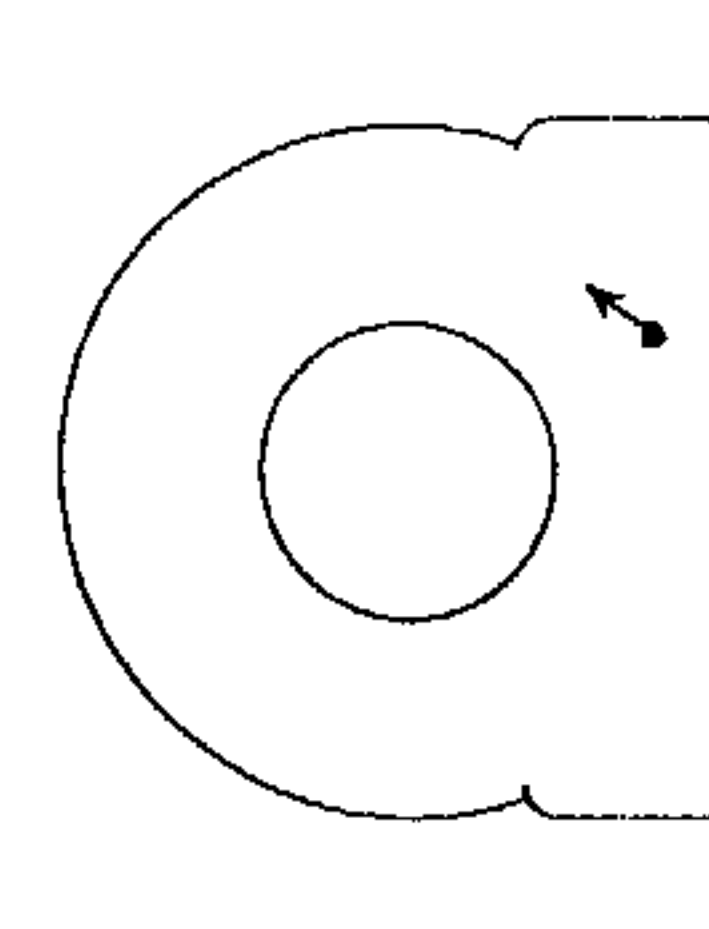
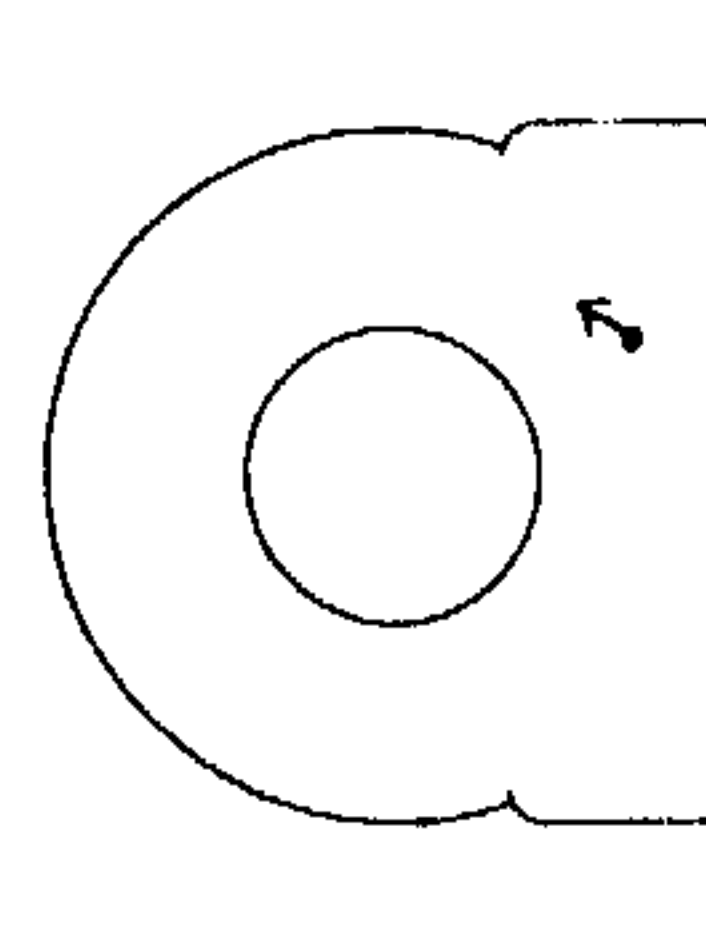
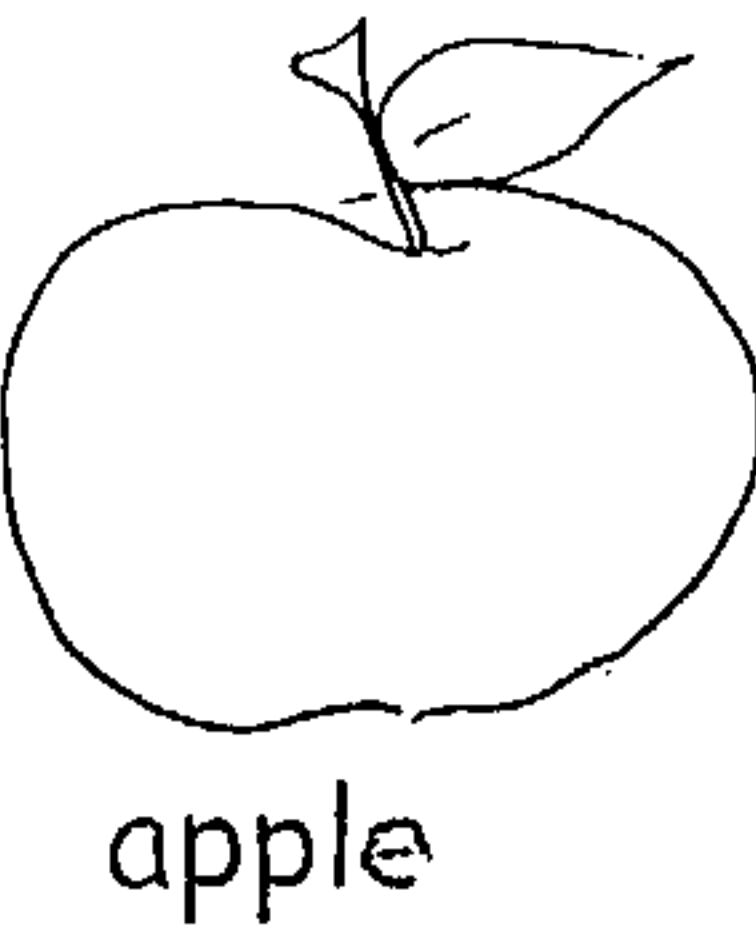
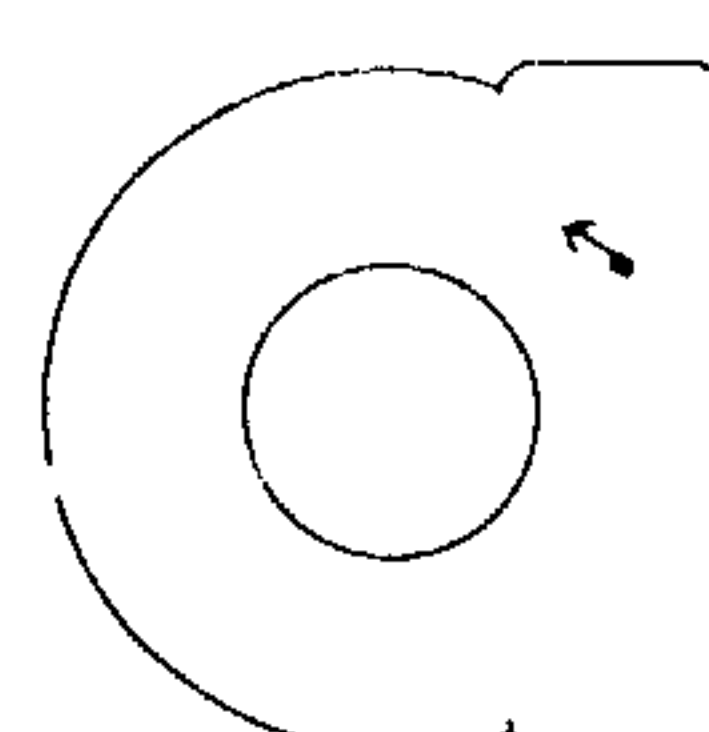
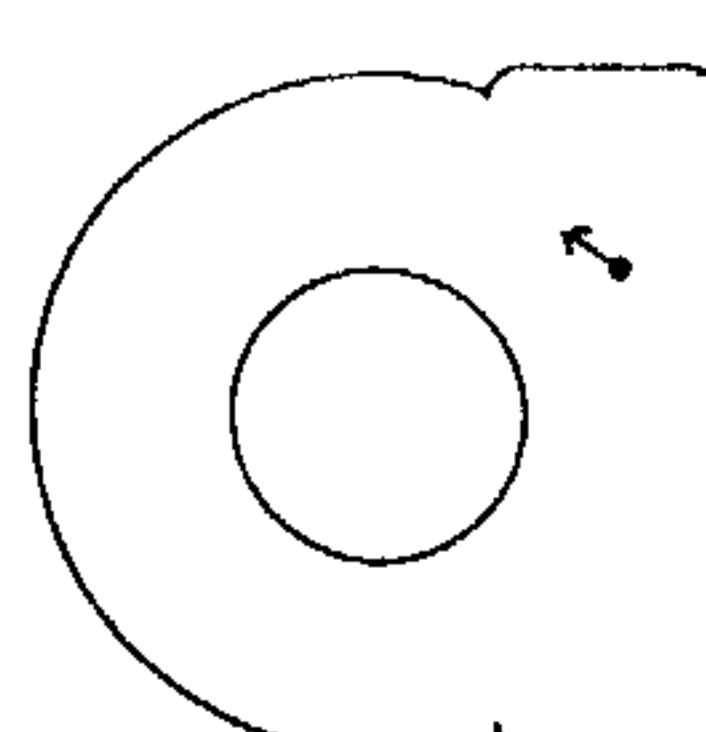
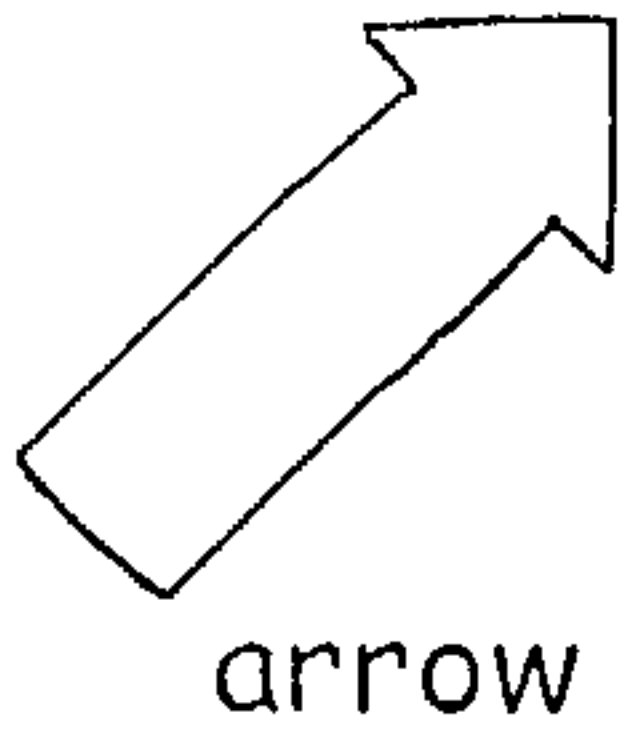
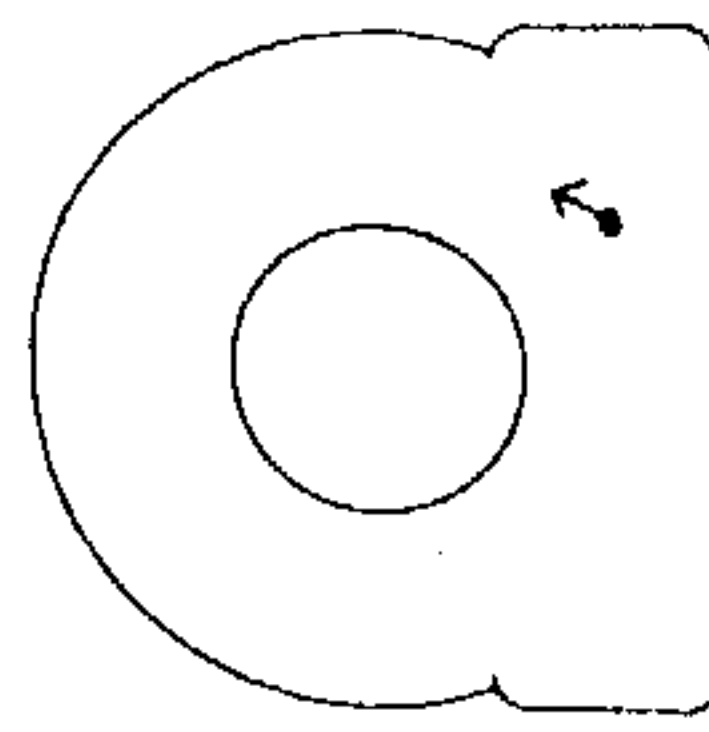
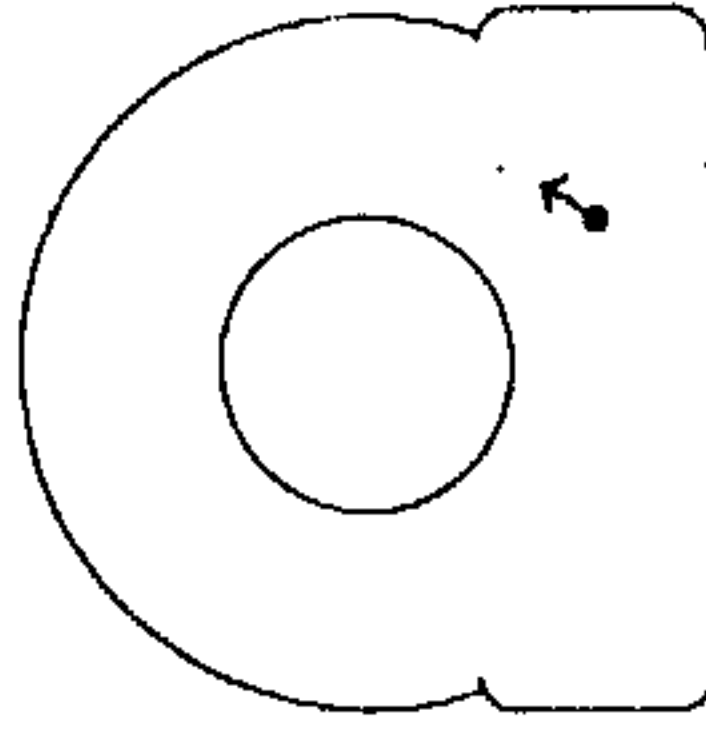
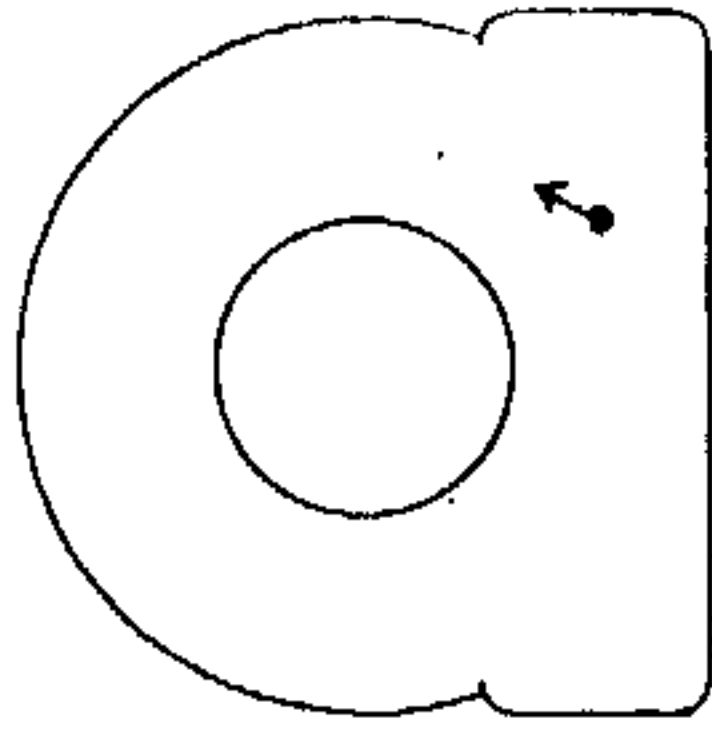
Level: Nursery
Week: 6

Term: 1
Day: 3

Date: _____

Day: _____

Write and colour



Lesson Plan

Writing

Level: Nursery
Term: 1
Week: 6
Day: 4

1. **Objectives:** The children will be able to trace the letter d with proper formation.
 2. **Function:** Tracing of letter d in between the double line from a given point with crayon.
 3. **Activity:** Colouring of the associated pictures.
 4. **Material:** Flash cards, Real objects, sand paper letters, sand tray.
-

5. **Procedure:**

- a. **Preparation.**
The teacher will teach and help the children with the formation of the given letter.
- b. **Group Work.**
One group can work with the material and one group can do the work sheets children can also work in pairs.
- c. **Feed Back**
Observing the children while they do the work sheet and tracing in the sand.

Worksheet

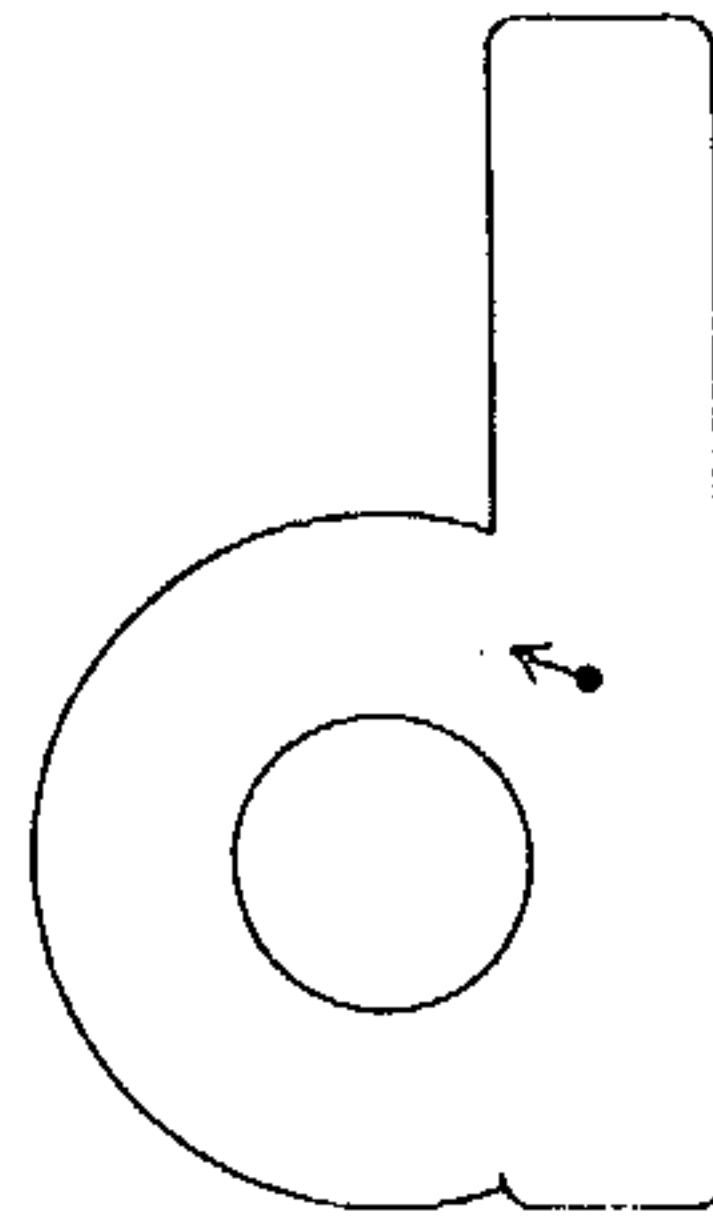
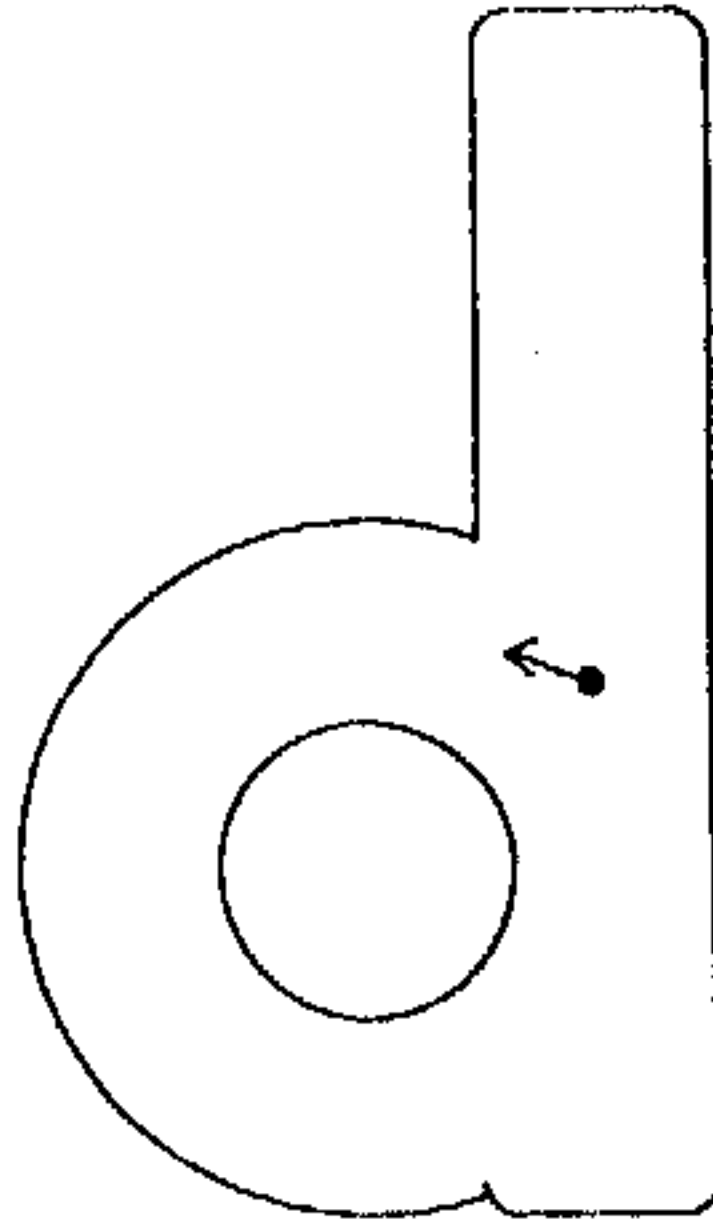
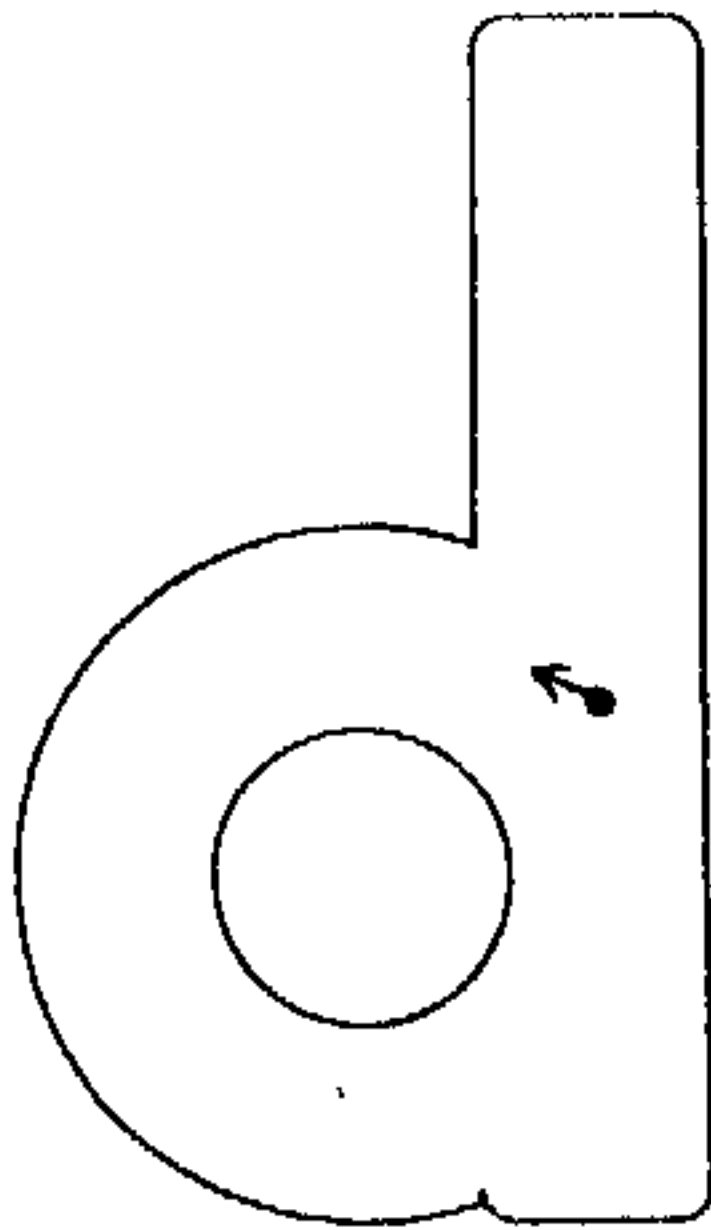
Level: Nursery
Week: 6

Term: 1
Day: 4

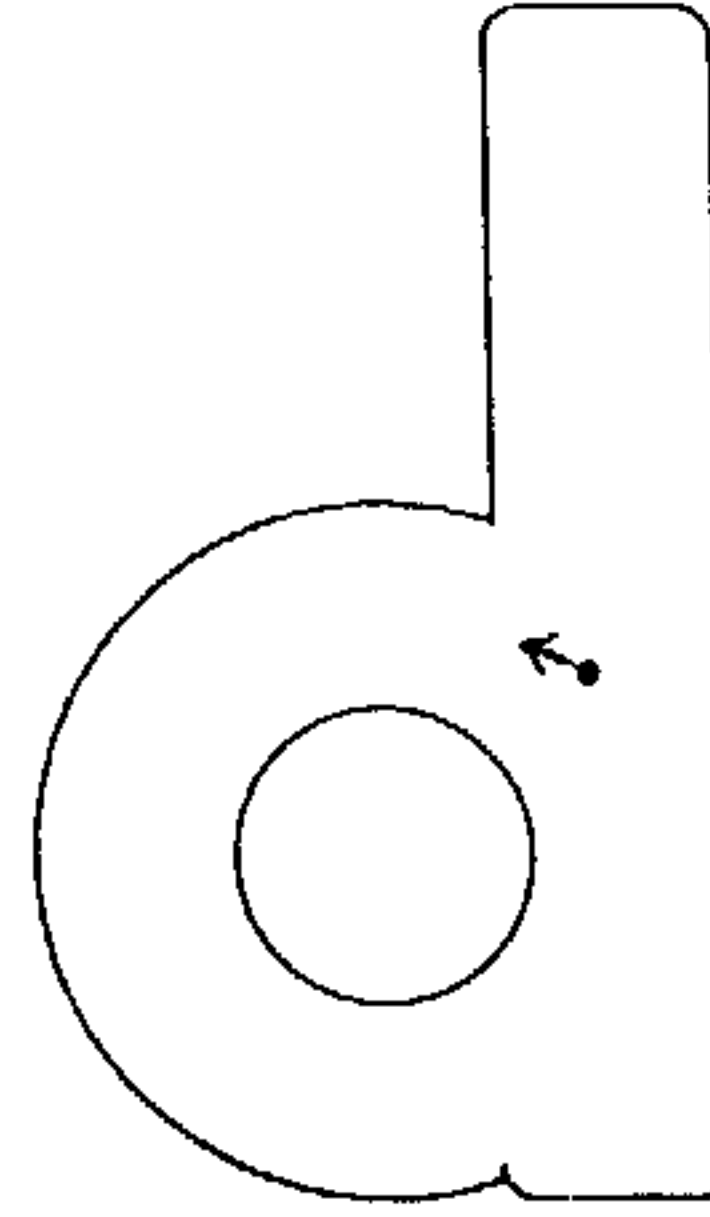
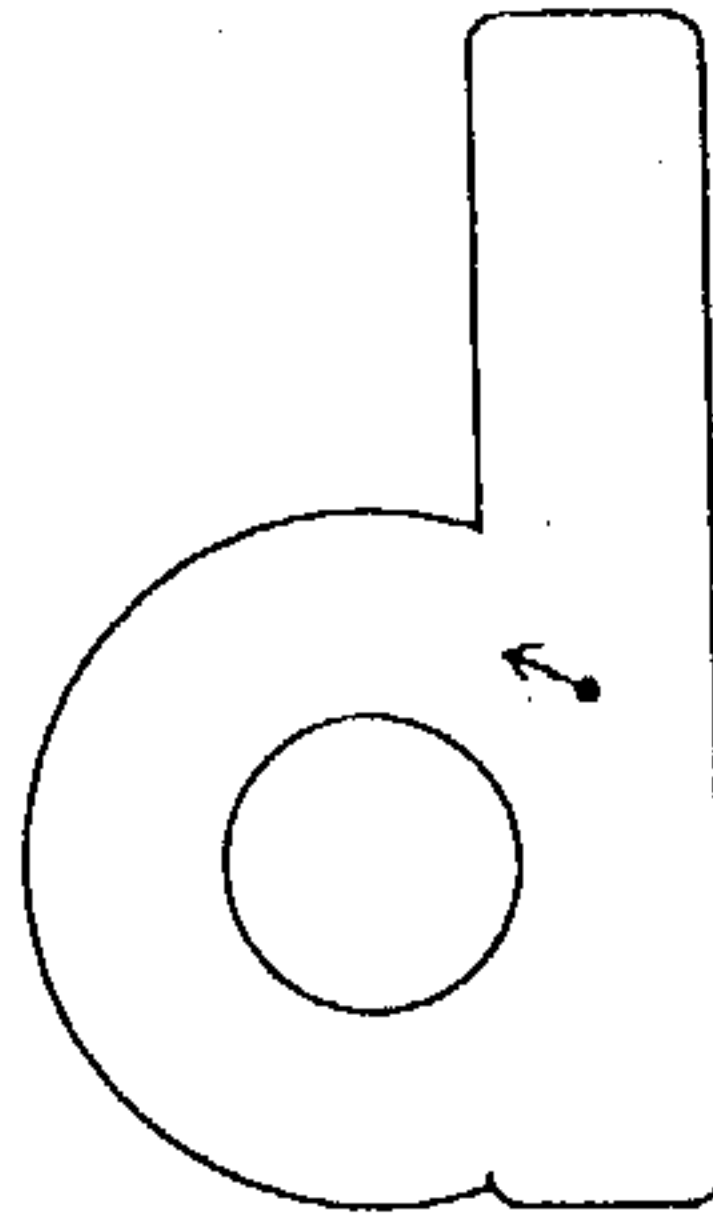
Date: _____

Day: _____

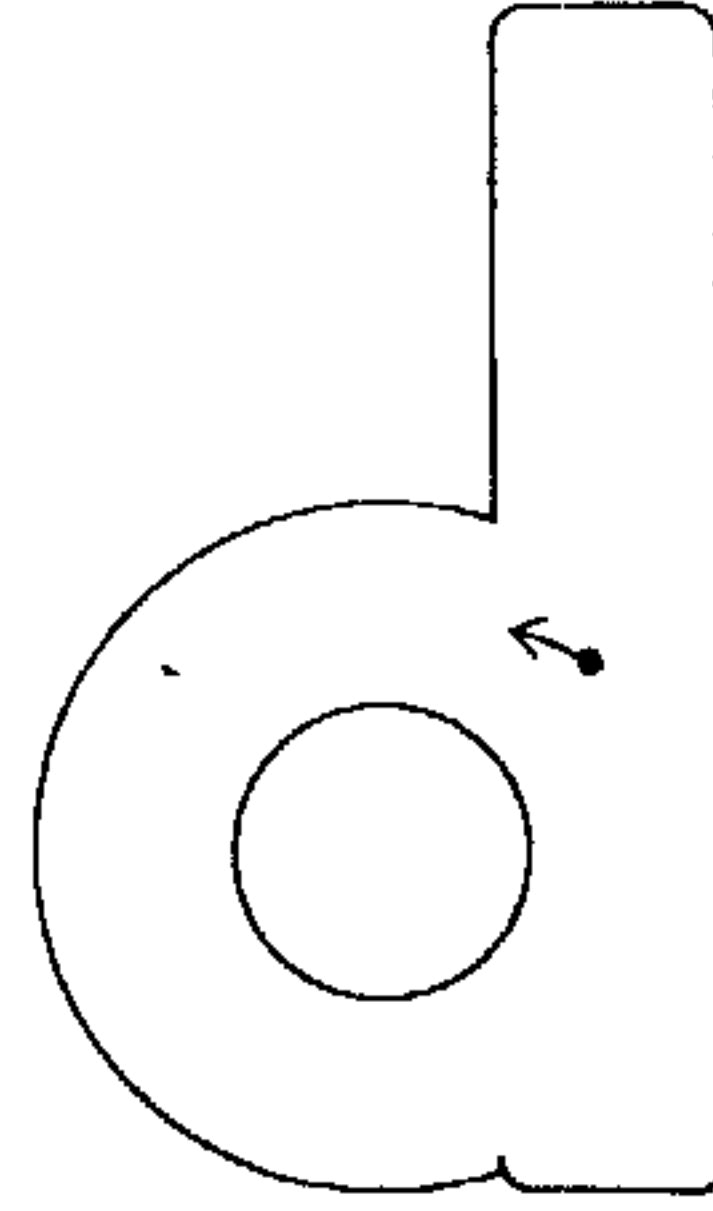
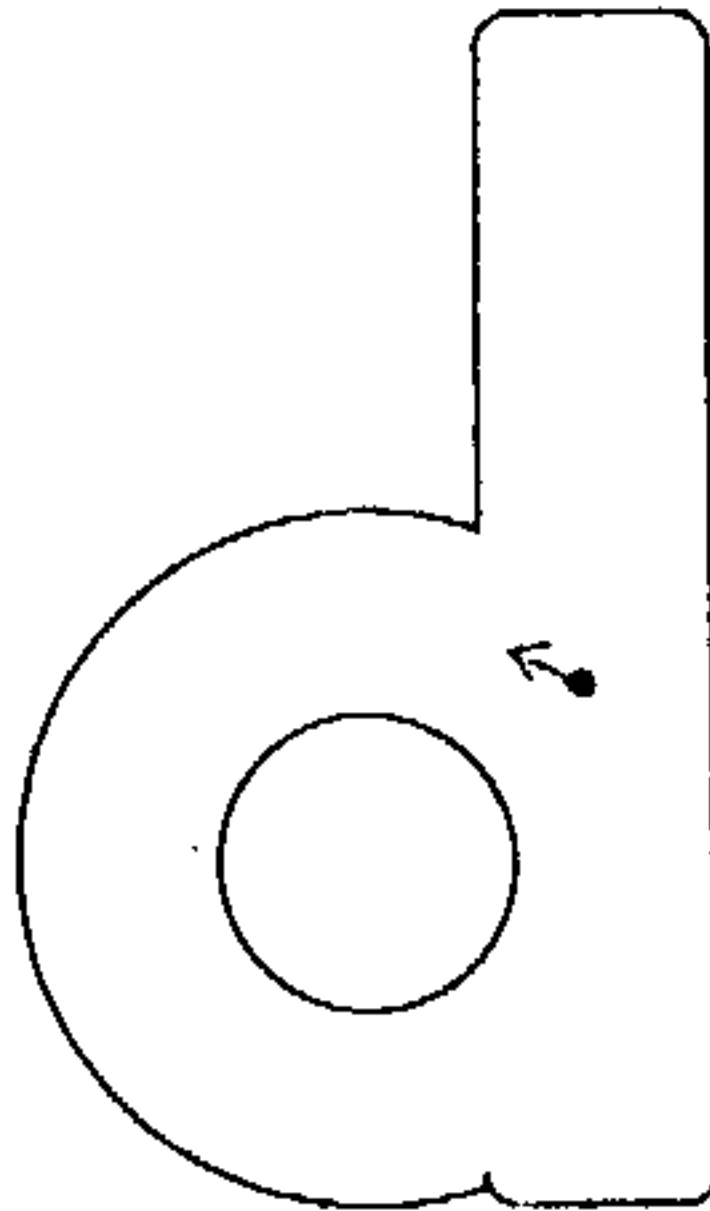
Write and colour



doll



dog



Lesson Plan

Writing

Level: Nursery
Term: 1
Week: 6
Day: 5

Objectives: The children will be able to trace the letter I with proper formation.

Function: Tracing of letter I in between the develop lines from the given point.

Activity: Colouring of the associated picture.

4. **Material:** Flash cards, Real objects, sand paper letters, sand tray.

5. **Procedure:**

a. **Preparation.**

The teacher will help the children with the tracing of i with correct formation in the sand and on the worksheet.

b. **Group Work.**

The children can work in groups and pairs.

c. **Feed Back**

Observation.

Worksheet

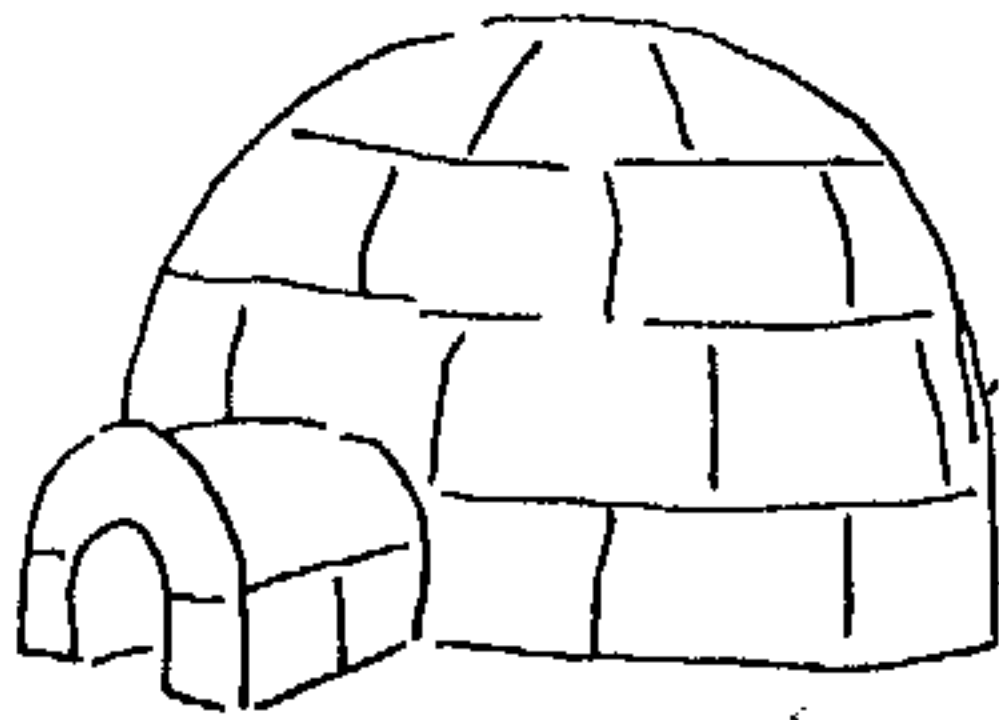
Level: Nursery
Week: 6

Term: 1
Day: 5

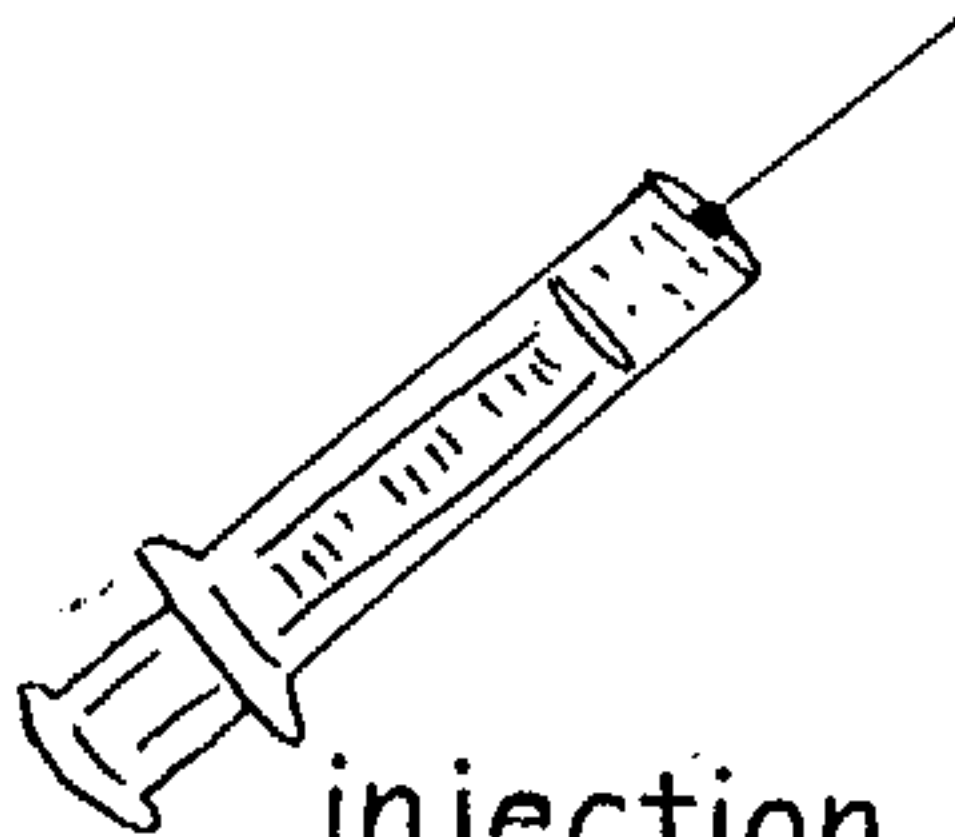
Date: _____

Day: _____

Write and colour



igloo



injection



indian



Lesson Plan

Reading

Level: Nursery
Term: 1
Week: 6
Day: 6

1. **Objectives:** The children will be able to
 - To Reinforce and apply the word level skills through shared and guided reading.
 - To practice reading about using expressions.
 2. **Function:** Peter is here and Jane is here.
 3. **Activity:** Take the children in the sand and Puppets of the story characters.
 4. **Material:** Pictures or flash cards of Peter and Jane text page.
-

5. **Procedure:**

- a. **Ask the following**
 - Do you remember the name of the girl and boy in the picture?
 - Ask them about the picture?
 - What is Peter holding in his hand?
 - Have you been at the sea side or river side?
 - Do you love to play in the sand?
- b. **Reading Aloud.**
 - Distribute the text page and read it aloud let the children following you.
 - Talk about the picture.
- c. **Group Reading.**

One group can read and the other group can play in the sand. (Sand can be displayed in two big tubs in the class corner neat and dry sand).
- d. **Individual Reading.**

Teacher can help each child to read the lines on the text page.
- e. **Follow up: Sand Play.**

Peter is here
and
Jane is here.



no new words

Lesson Plan

(English)

Level: Nursery

Term: 1

Week: 7

Communication	Reading	Writing	Assessment
<ul style="list-style-type: none">• Introduction of primary colours i.e. red• Activity setting of colours corner work sheet.• Concept• In & out, fat & thin.	Story the red hen.	Tracing of a, d, & i on the dotted line.	Visual discrimination of colours the things that are red. Match & join work sheets Circle the correct sound.

Lesson Plan

Writing

Level: Nursery
Term: 1
Week: 7
Day: 1

1. **Objectives:** The children will be able to visually discriminate primary colours Red.
 2. **Function:** Primary colours red.
 3. **Activity:** Work Sheet. (Introduction to red colour)
 4. **Material:** Pictorial books, Flash cards, Real objects, Red things.
-

5. **Procedure:**

- a. **Preparation.**
Showing and discussing colourful objects that are red.
- b. **Group work.**
Setting up of a red corner. Children can bring home projects or they can make class project for the red corner.
- c. **Project Work.**
One group can do the work sheets of the colours red. And one group can do clay modeling (Making of apples stricken) or any other art work.

Worksheet

Level: Nursery
Week: 7

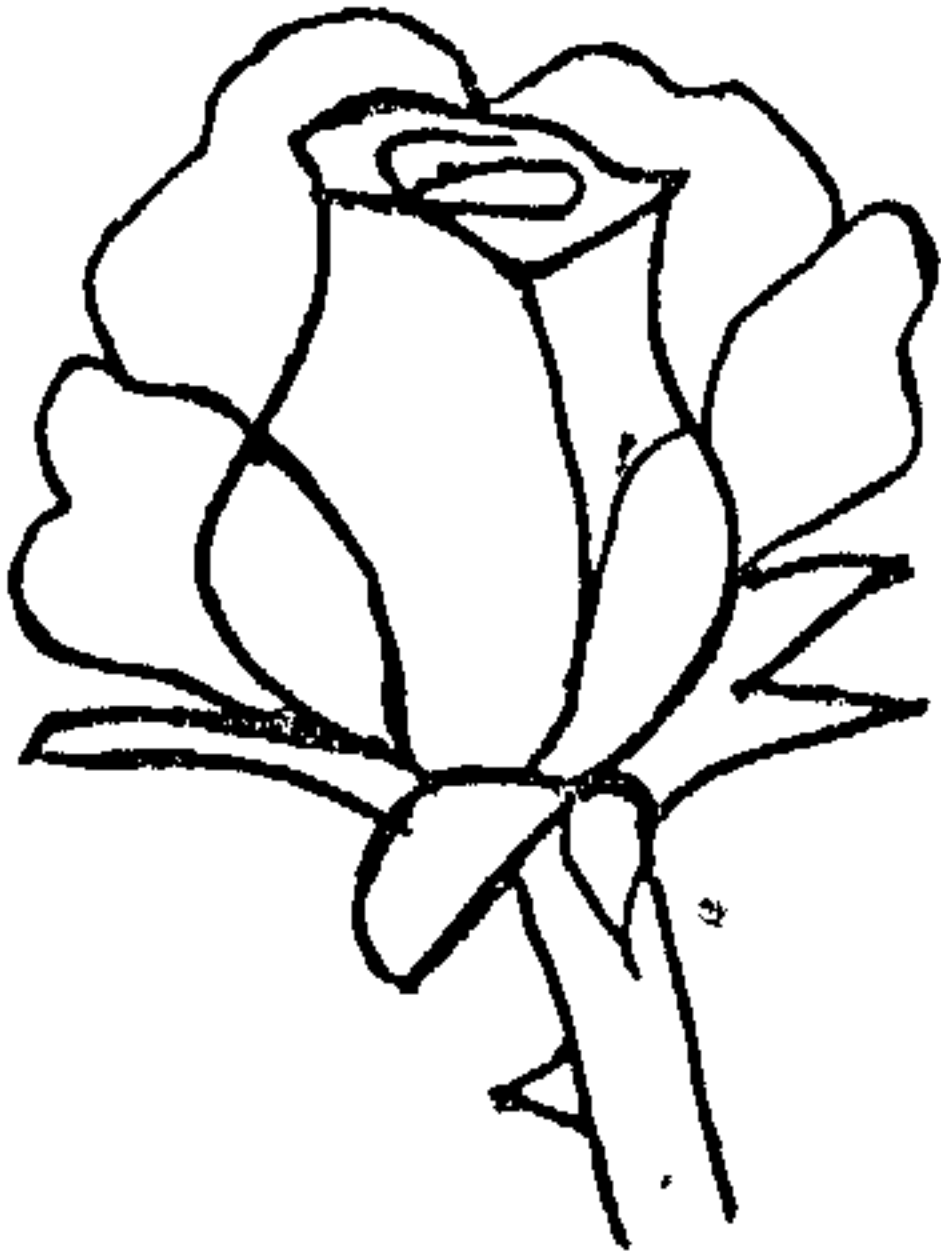
Term: /
Day: /

Date: _____

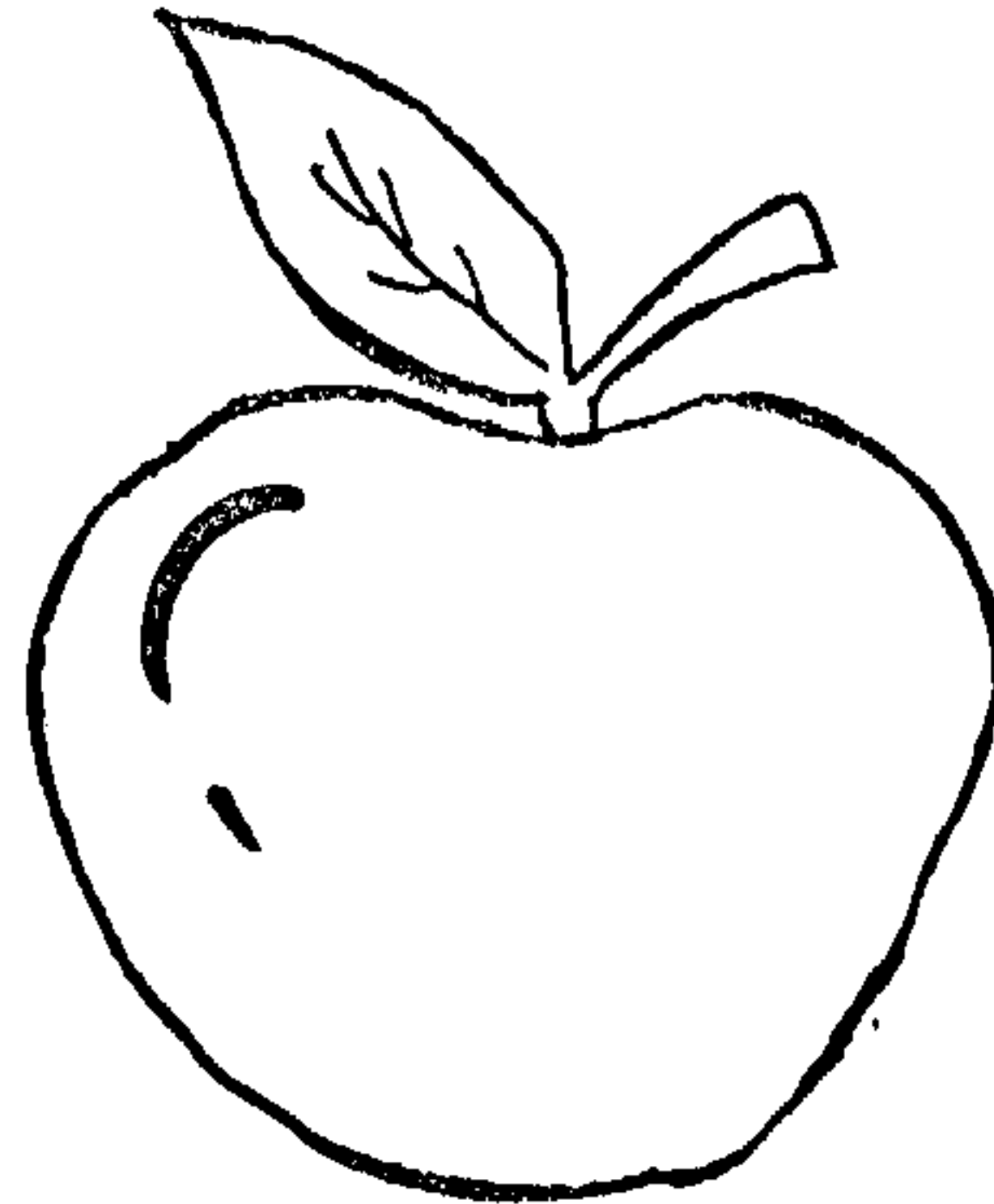
Day: _____

Introduction to colour 'red'.

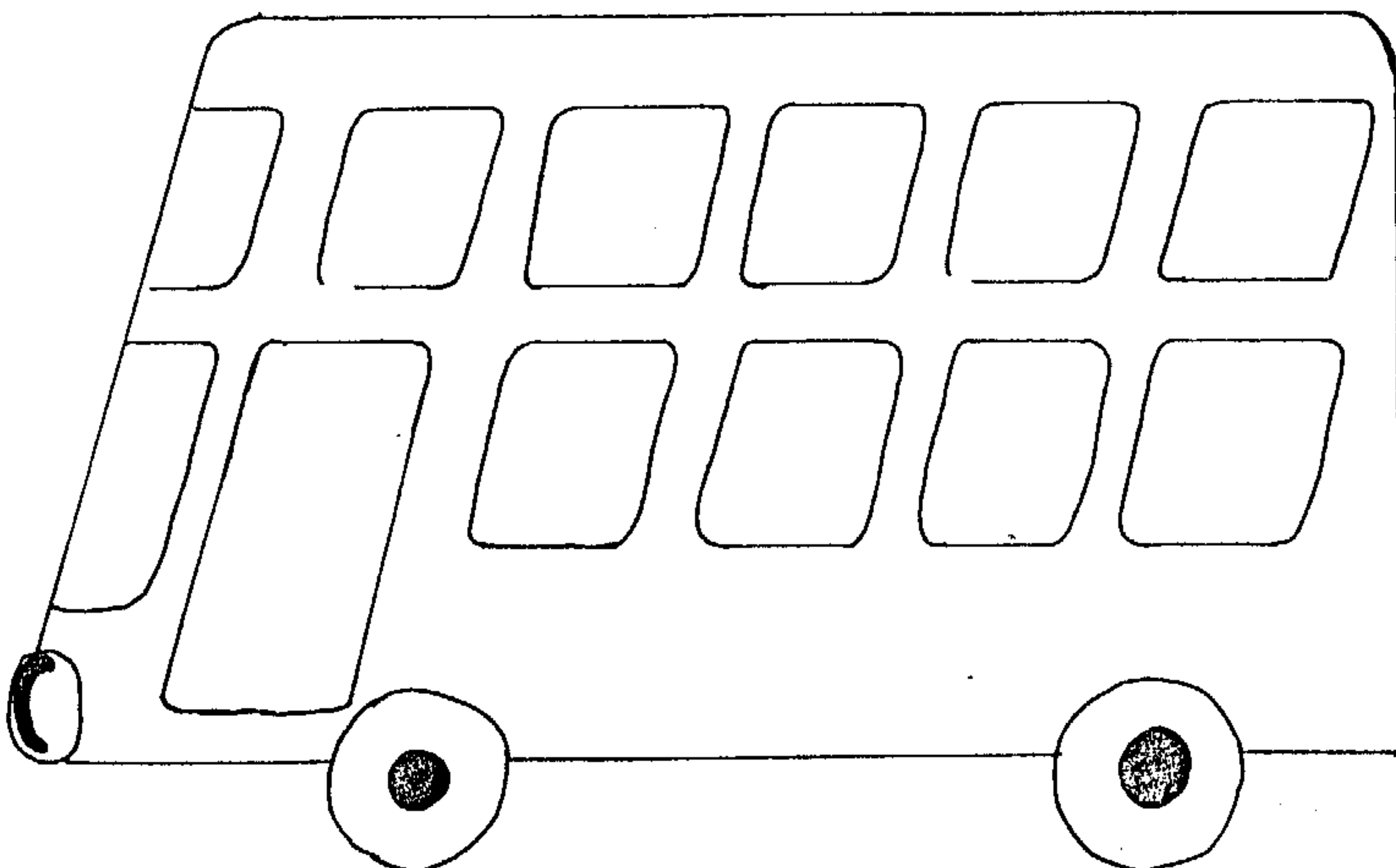
These things are red.



rose



apple



bus

Worksheet

Level: Nursery

Week: 7

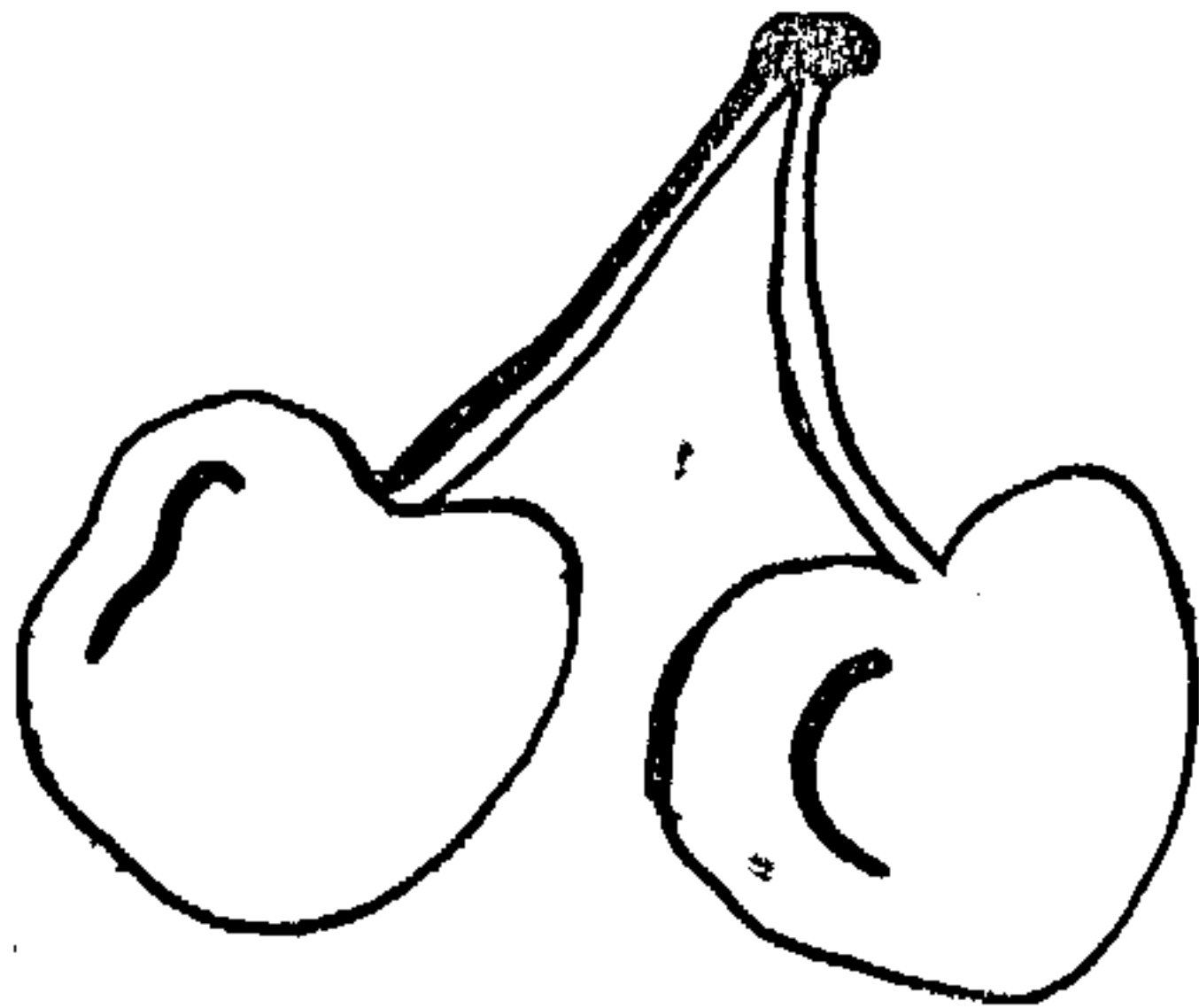
Term: /

Day: /

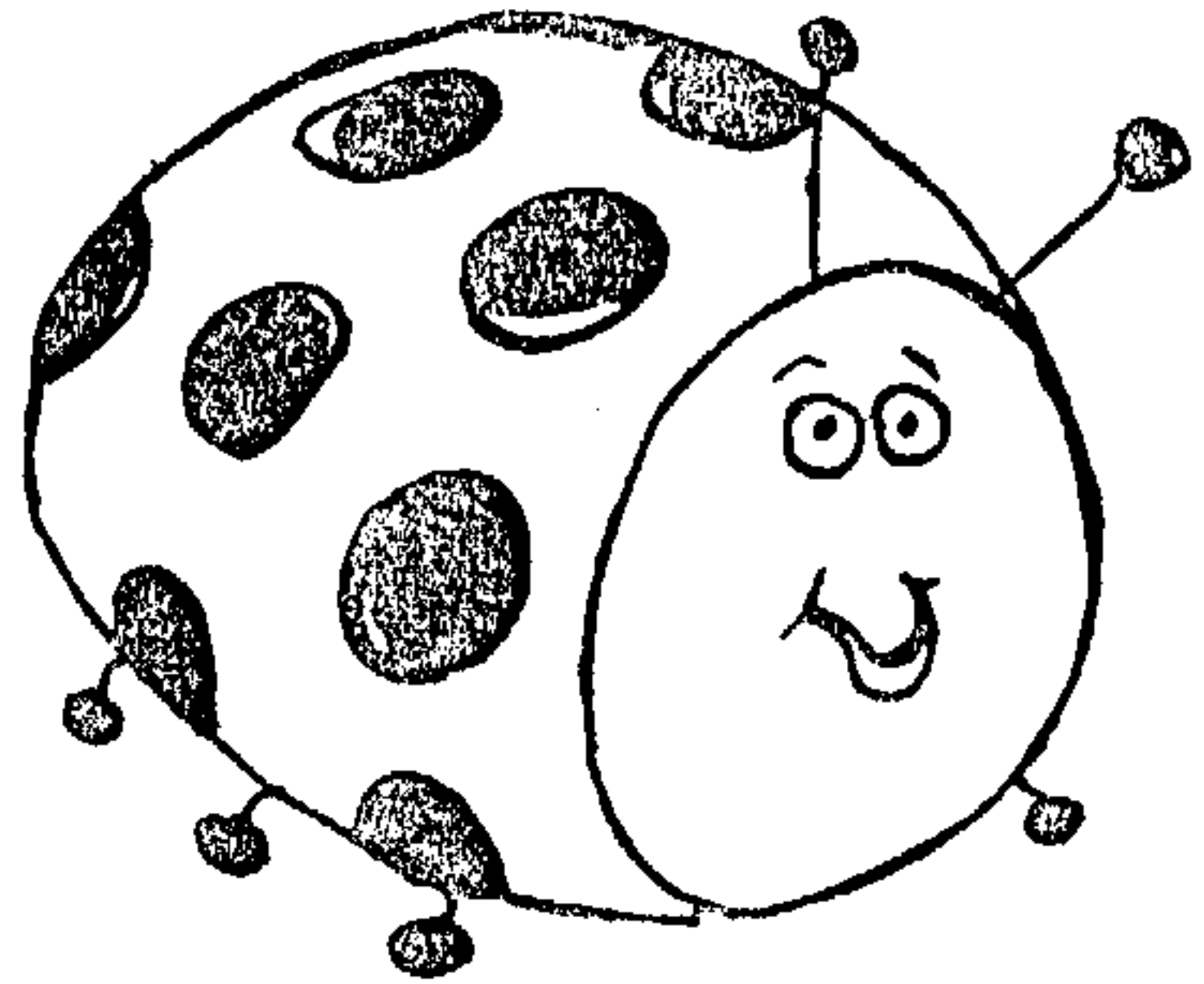
Date: _____

Day: _____

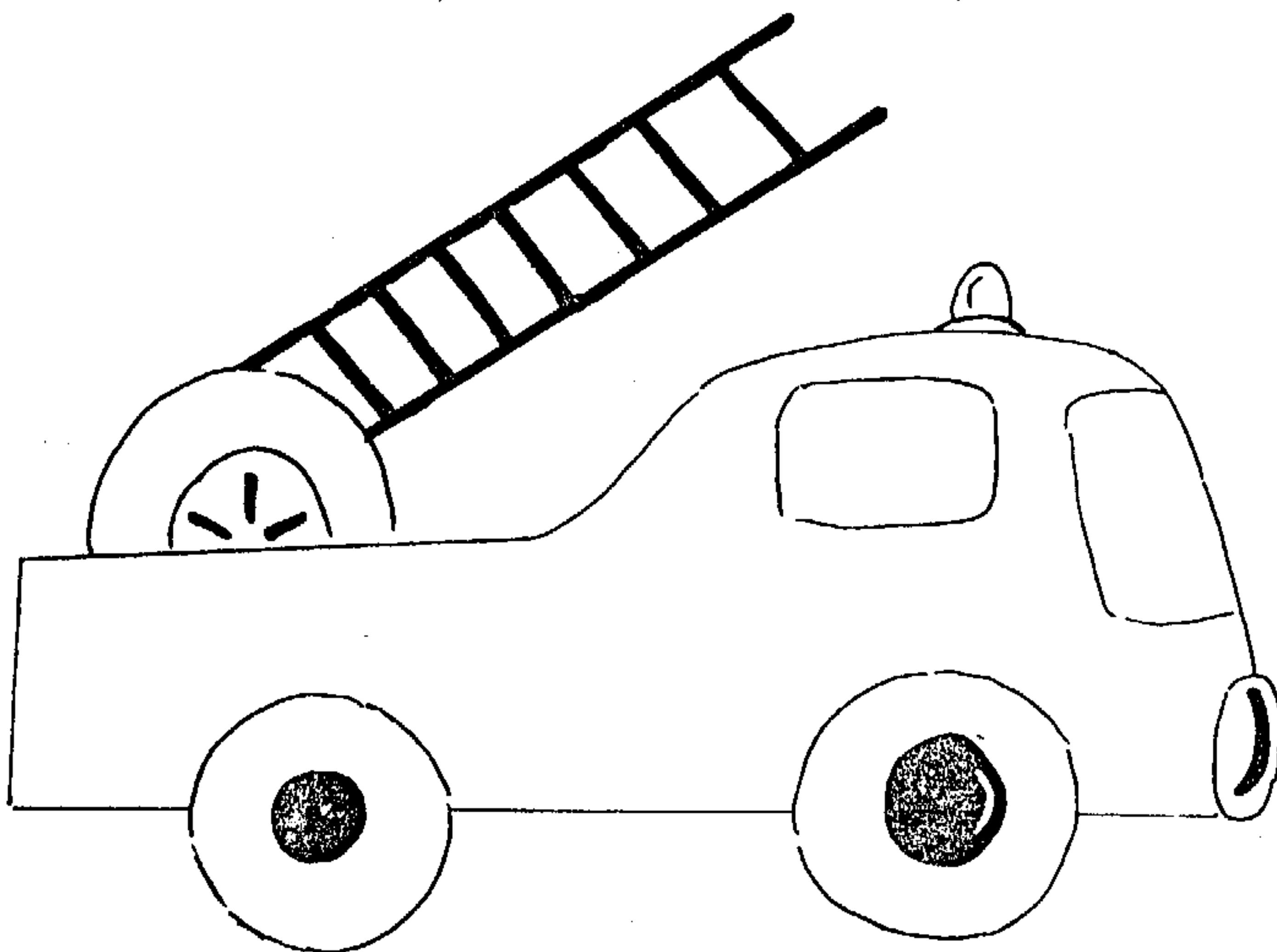
More red things



cherries



lady bird



fire engine

Lesson Plan

Communication

Level: Nursery
Term: 1
Week: 7
Day: 2

1. **Objectives:** The children will be able to develop visual observational skills and thinking ability.
2. **Function:** Know the concept and add words to their vocabulary.
3. **Activity:** Colouring and pasting.
4. **Material:** Pictures, concrete material, Practical demonstration, Nomenclature cards.

5. **Procedure:**

a. **Preparation.**

- Tell the children about the concept or appropriate of in and out fat & thin.
- The apples are in the basket the apples are out of the basket.
- The colours are in the basket the colours are out of the box.
- They will be given an opportunity to compare things and notice the differences.
- Now you can colour the worksheets.

b. **Group work.**

The children are going to colours in the concept of the in & out Fat and thin and one group of children can draw the apples in the basket and out of the basket.

c. **Feed Back.**

After the practical work the children will understand clearly the concept in and out.

Task A. Fun Activities (Pasting).

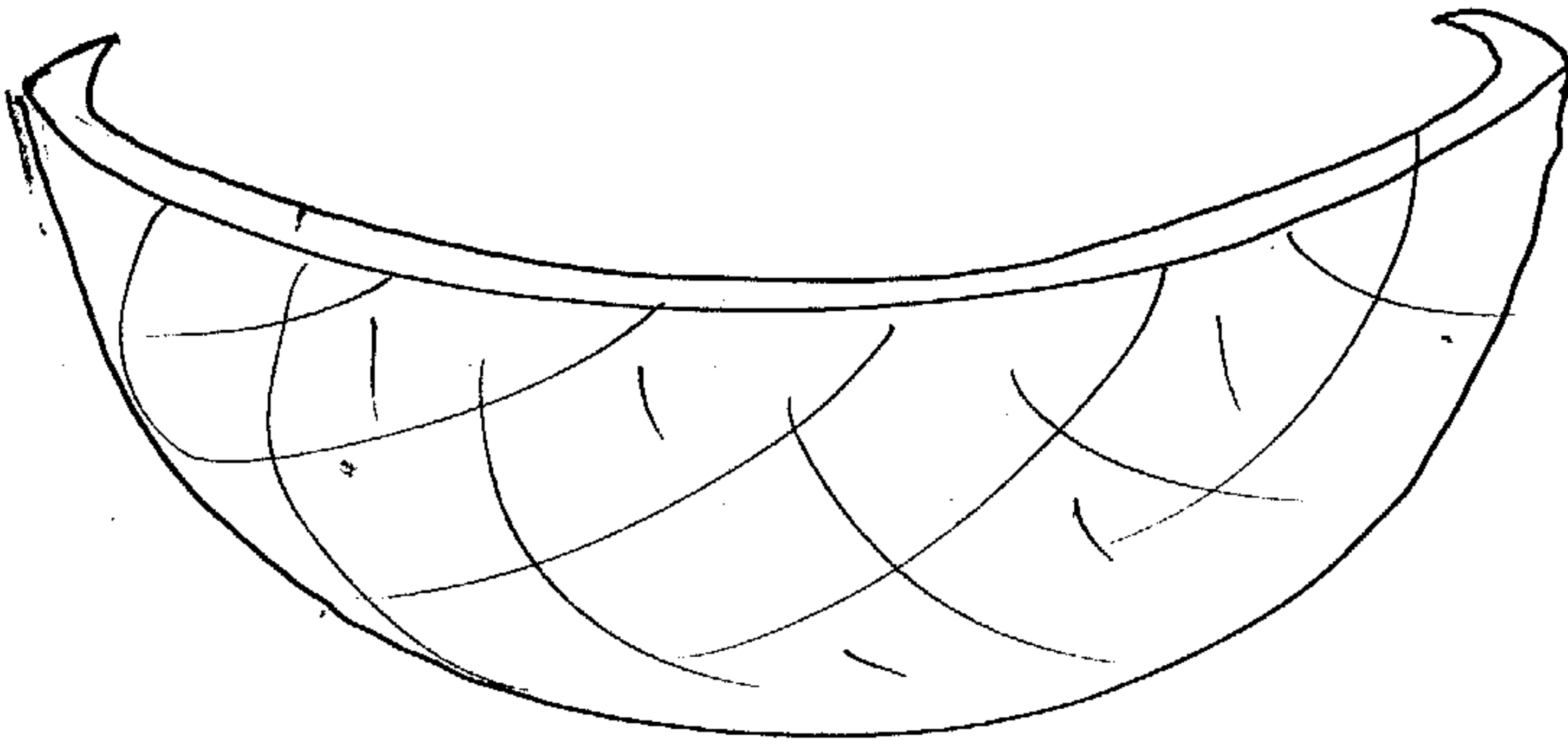
Worksheet

Level: Nur
Week: 7

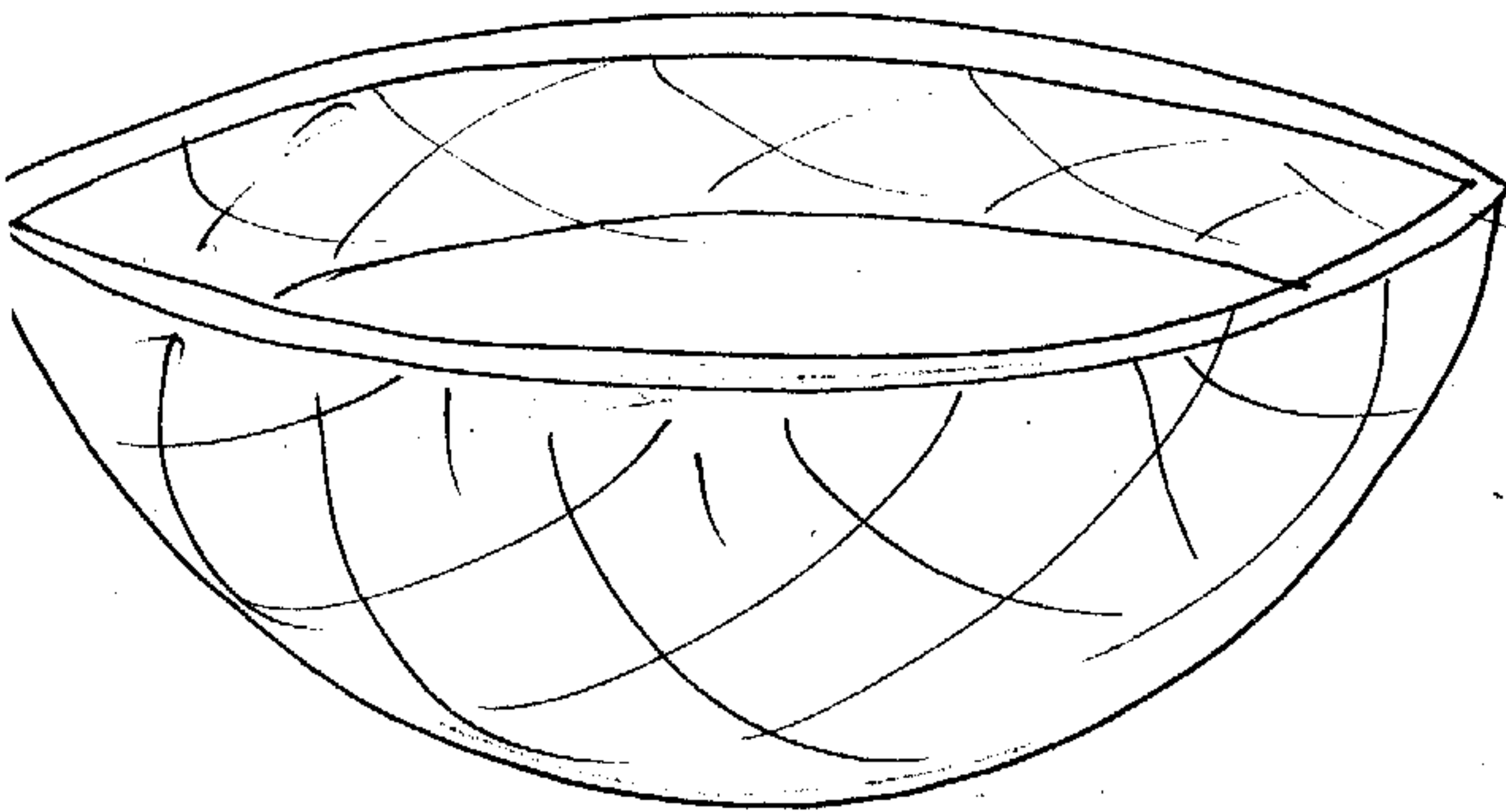
Term: 1
Day: 2

(Fun Activity)

pasting cutouts of apples



in



out

Worksheet

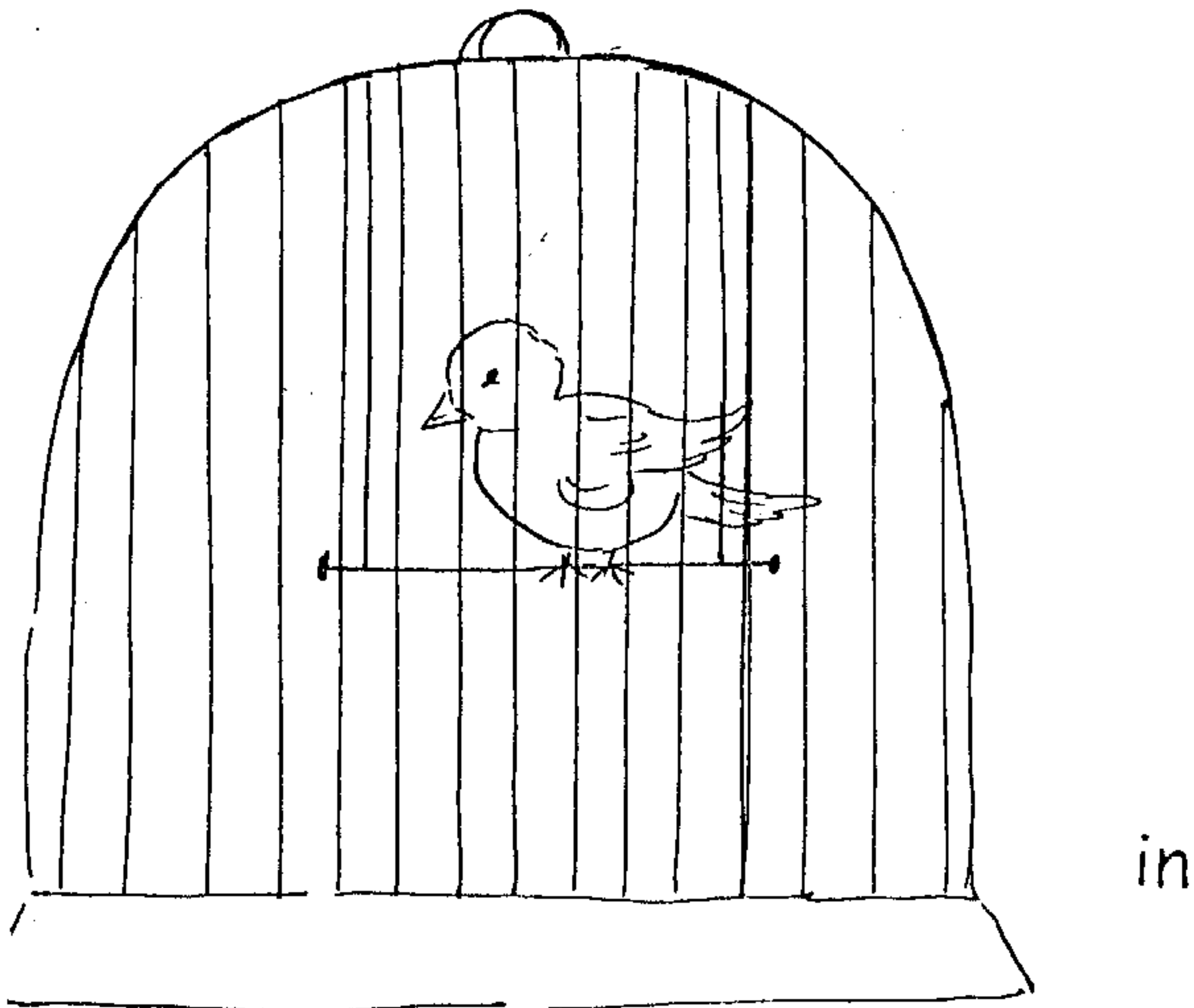
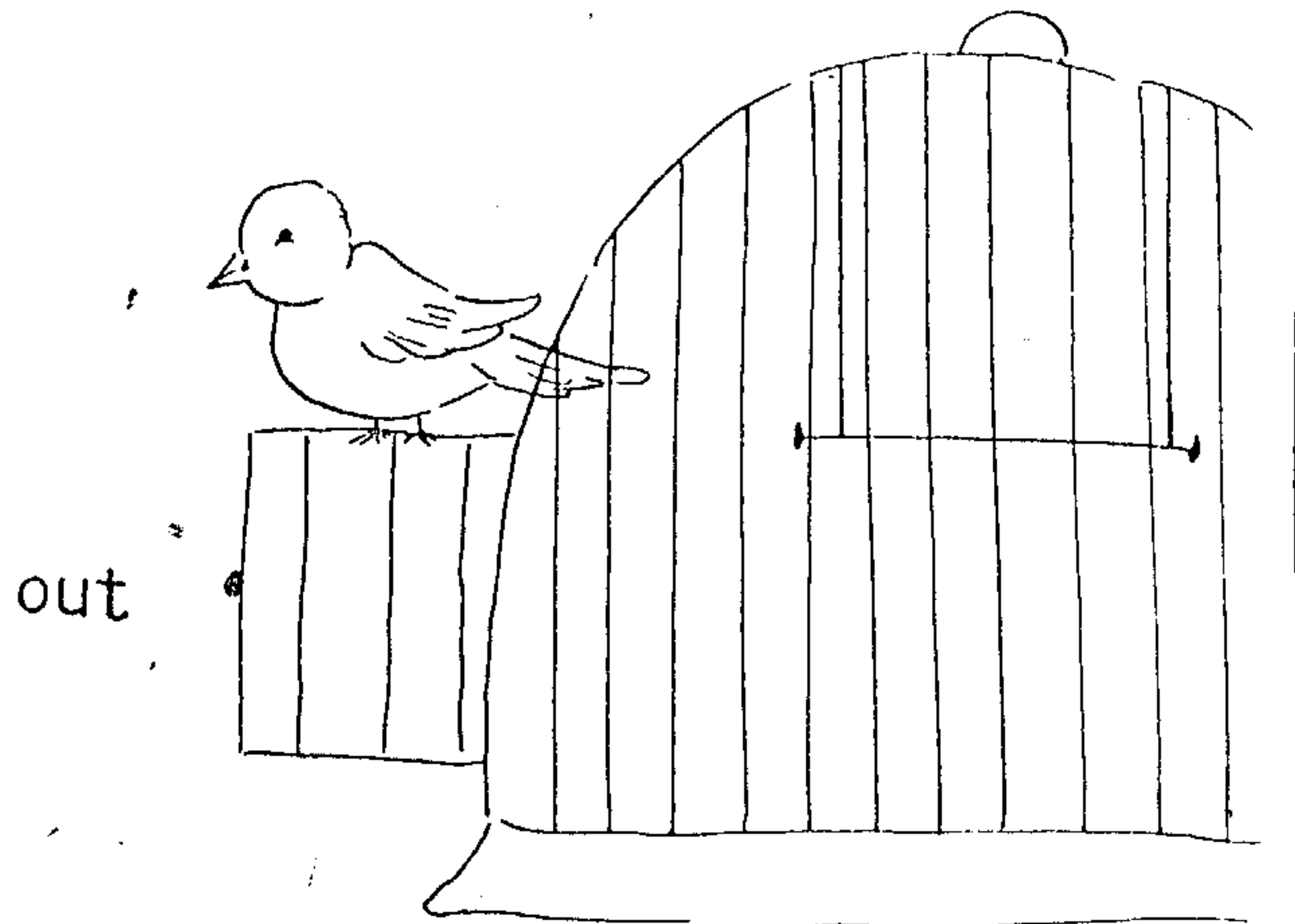
Level: Nursery
Week: 7

Term: 1
Day: 2

Date: _____

Day: _____

Concept: in & out



Worksheet

Level: Nursery
Week: 7

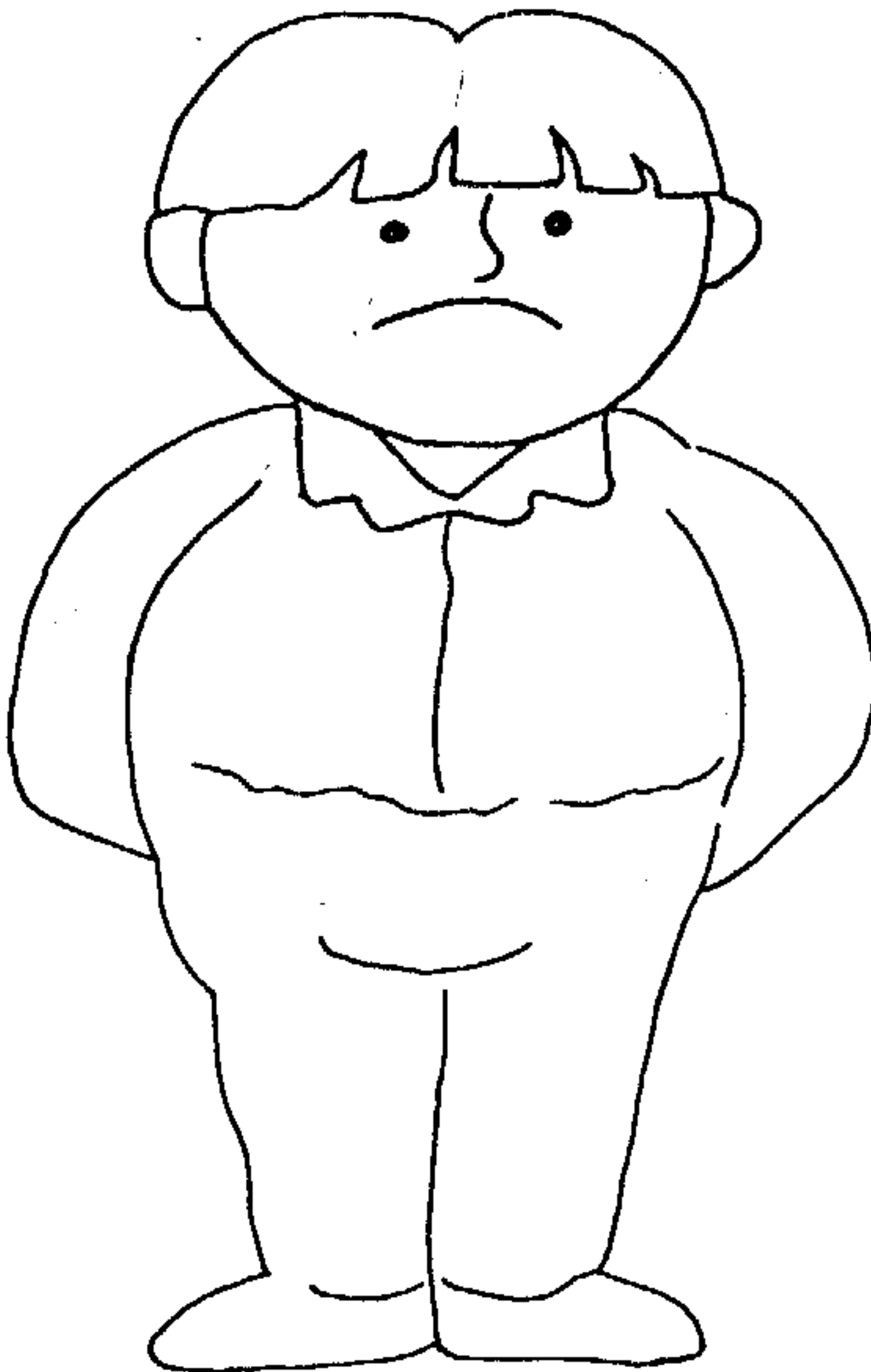
Term: 1
Day: 2

Date: _____

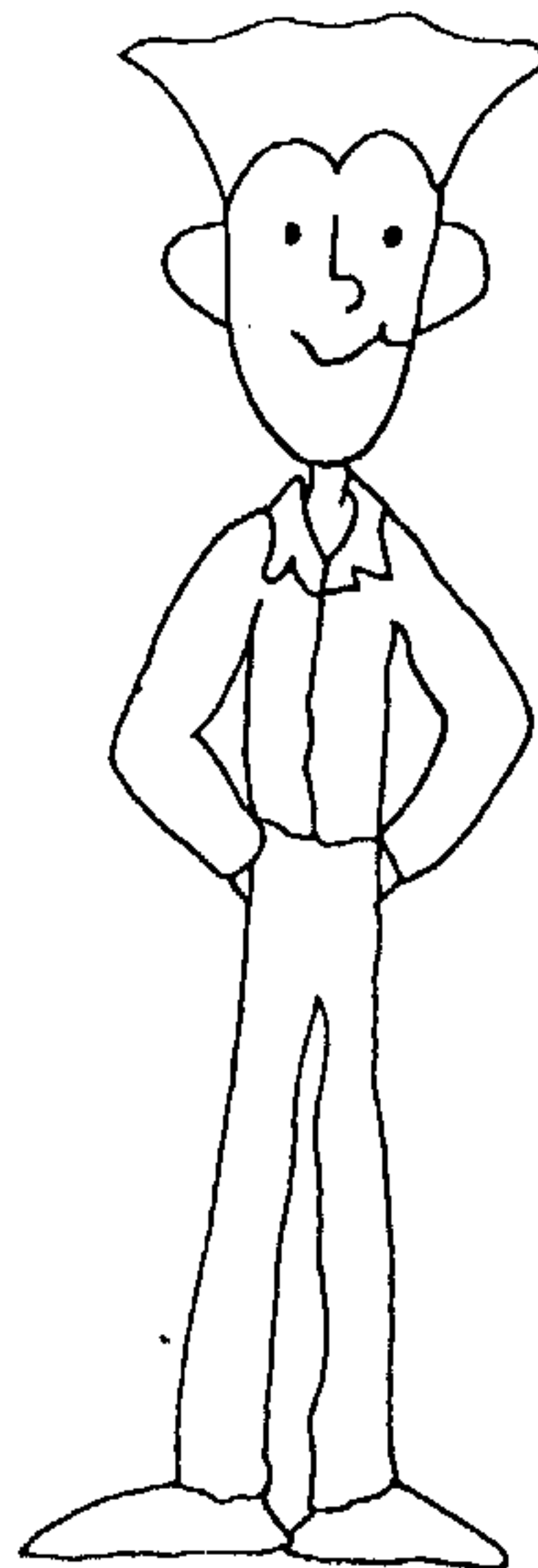
Day: _____

Concept: fat & thin

Concept: fat & thin



fat



thin

Lesson Plan

Reading (Story)

Level: Nursery

Term: 1

Week: 7

Day: 3

1. **Objectives:** The children will be able to:
 - identify and discuss characters e.g. appearance, behaviour qualities.
 - develop language.
2. **Skills:** Reading a story.
3. **Topic:** The Red Hen.
4. **Material:** Story book pictures of different animals.

5. **Procedure:**

- a. **Ask the following.**

Do you know the names of animals seen in the story book? Have you ever seen a red hen? What is grain etc.
- b. **Reading Aloud.**
 - Read to the story aloud. (Story should be simple and not long as children have short attention span and are unable to sit. Through/comprehend lengthy tales).
 - Different voice/ facial expressions should be offered for different. Characters to the story.

Lesson Plan

Writing

Level: Nursery
Term: 1
Week: 7
Day: 4

1. **Objectives:** The children will be able to:
 - Trace the letter with proper formation.
 - Do independent writing.
 2. **Function:** Tracing of the letter on the dots starting from a given point.
 3. **Activity:** Colouring in associated pictures.
 4. **Material:** Work sheet, Real objects, Flash cards.
-

5. **Procedure:**

- a. **Preparation.**
The teacher will help the children to trace the letter on the dotted lines with correct formation.

Worksheet

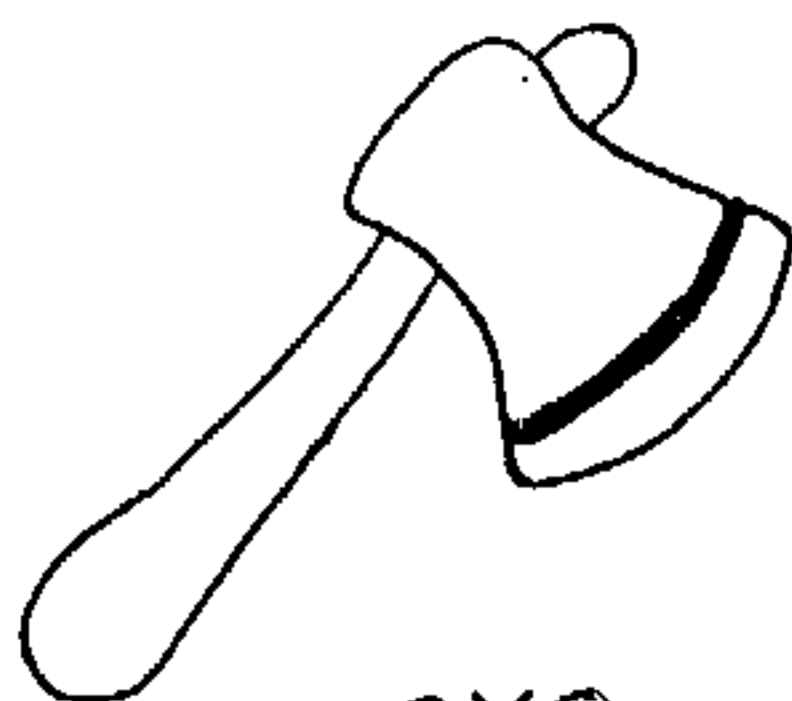
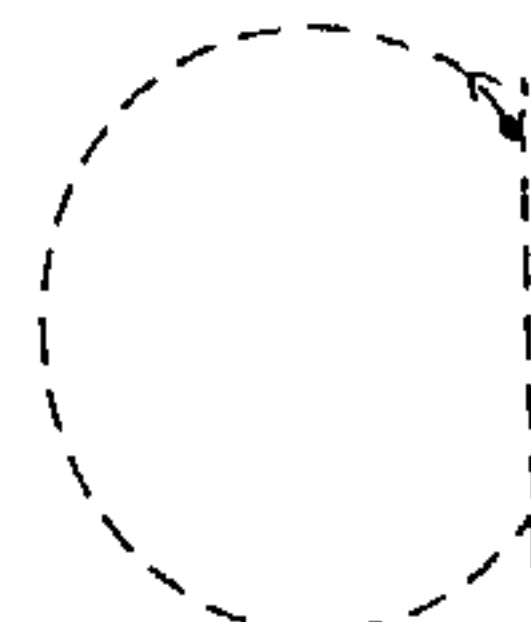
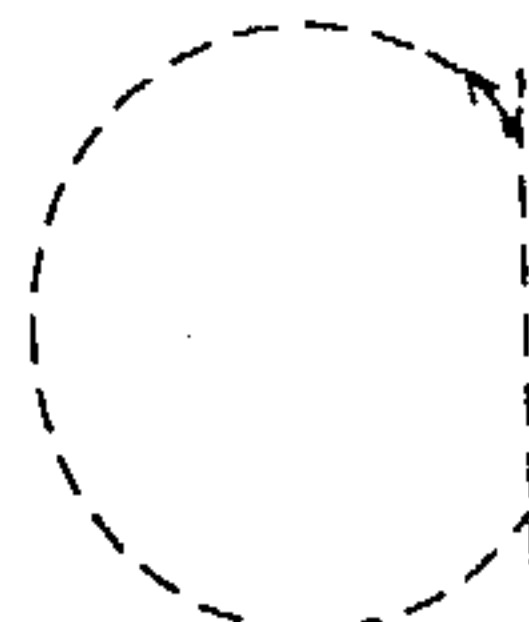
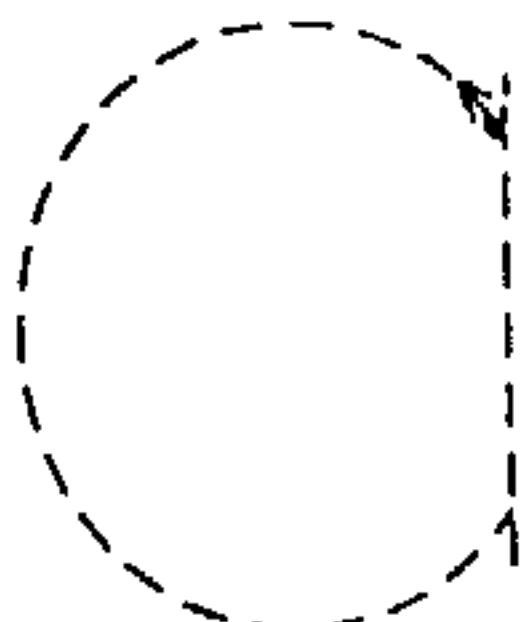
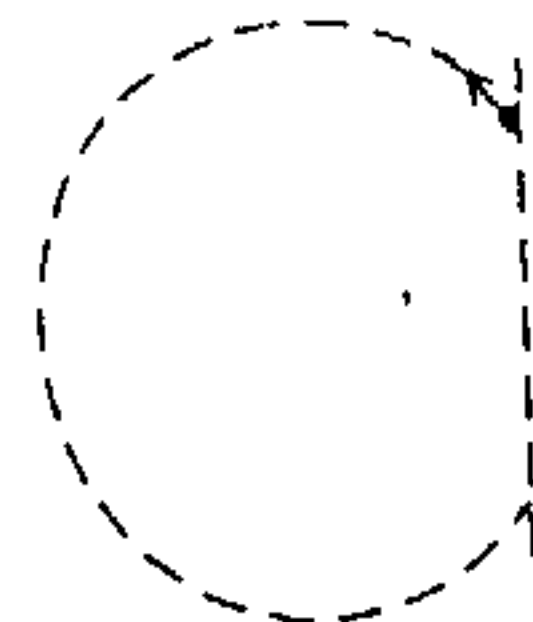
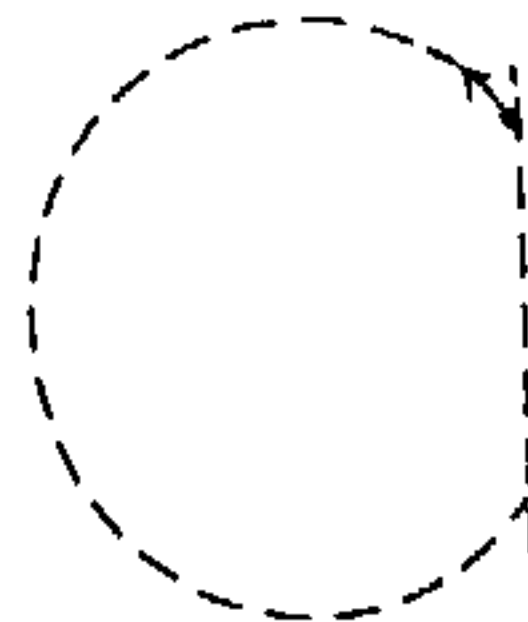
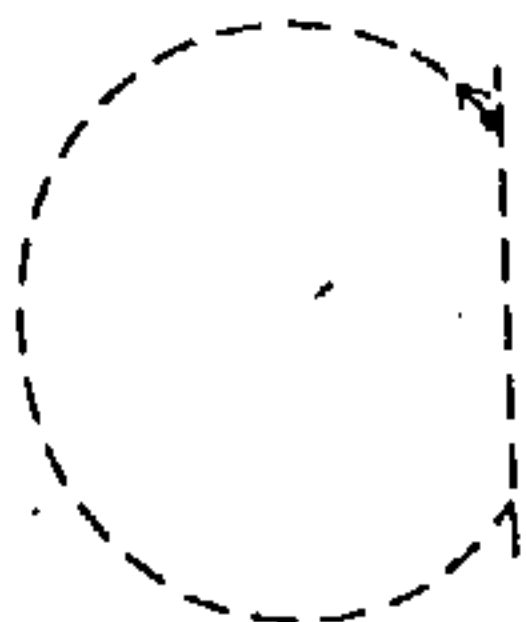
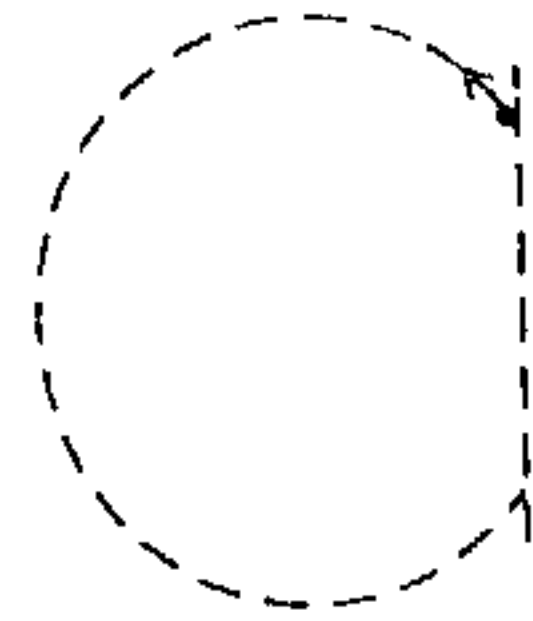
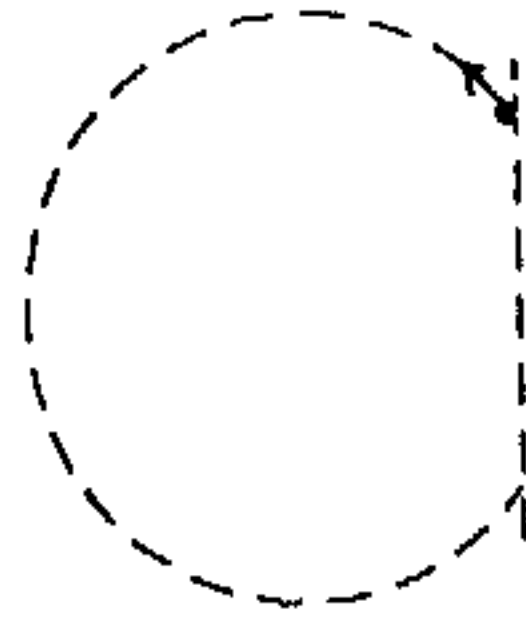
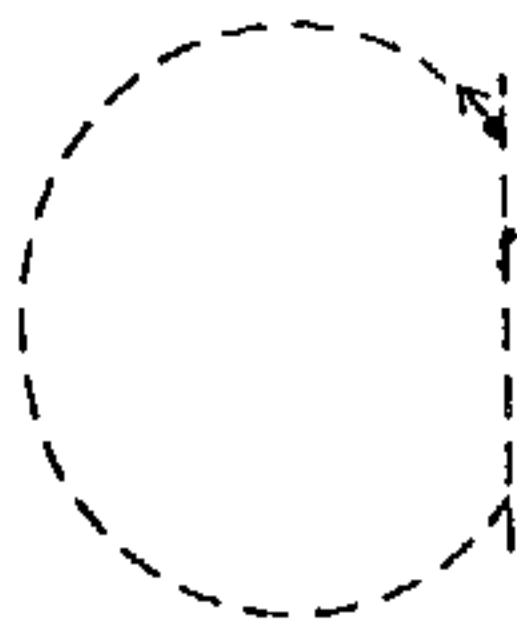
Level: Nursery
Week: 7

Term: /
Day: 4

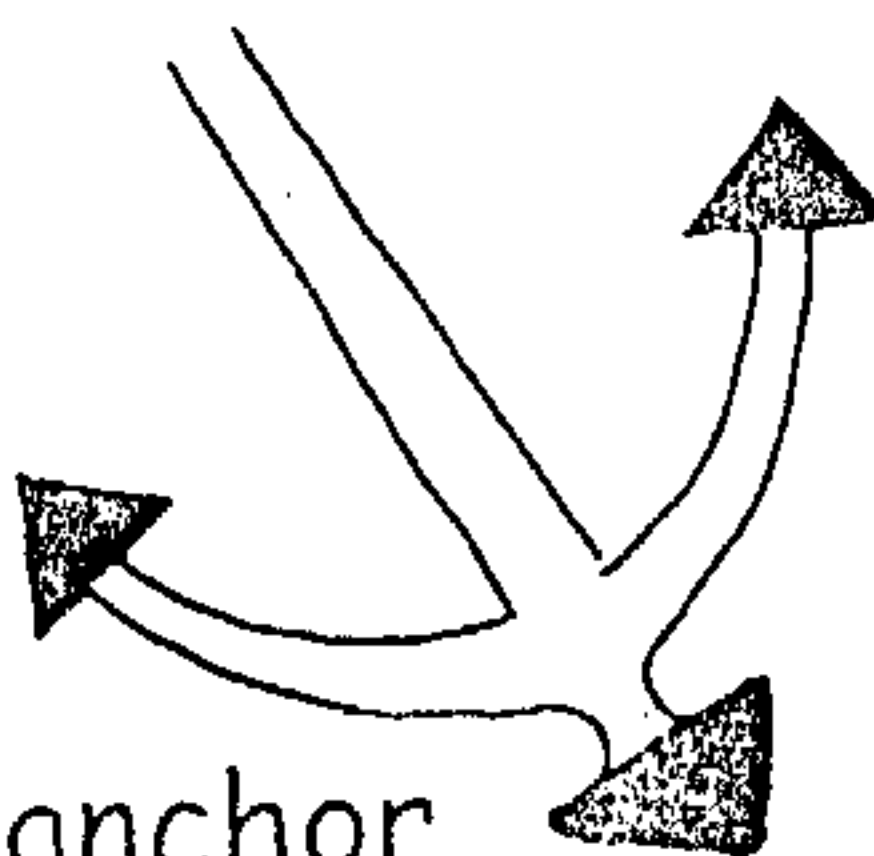
Date: _____

Day: _____

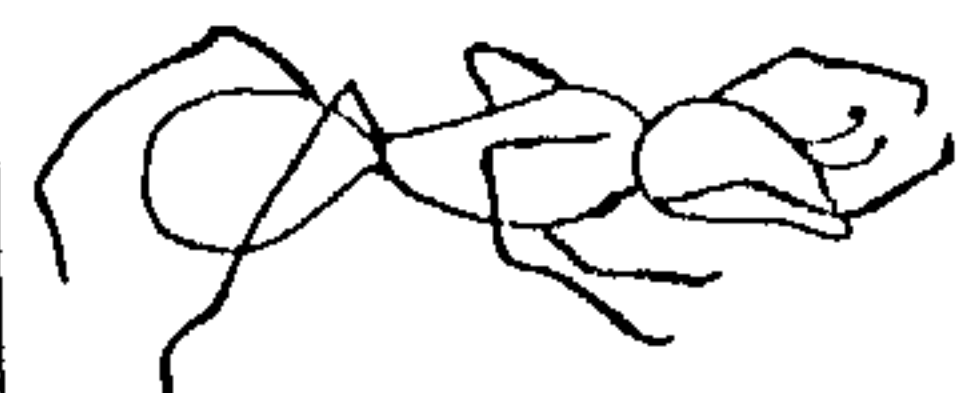
Join the dotted 'a'



axe



anchor



ant

Lesson Plan

Writing

Level: Nursery

Term: 1

Week: 7

Day: 5

1. **Objectives:** The children will be able to:
 - Trace the letter d with proper formation.
 - Write independently.
 2. **Function:** Tracing over the dotted line letter d.
 3. **Activity:** Trace and colours in the associate pictures.
 4. **Material:** Work sheet, Real objects, Sound corner, Flash cards.
-

5. **Procedure:**

The children will trace the hollow letter and colour in the associated pictures and will trace the letter d with proper for motion on the dotted line.

Worksheet

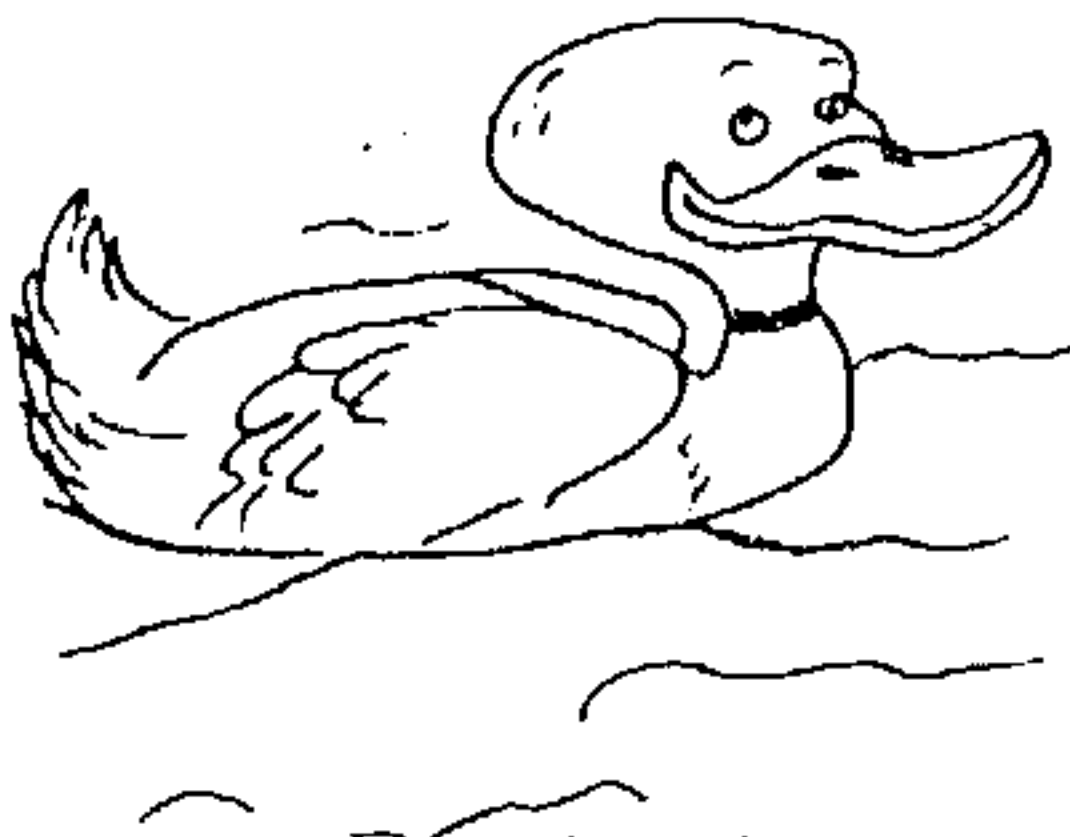
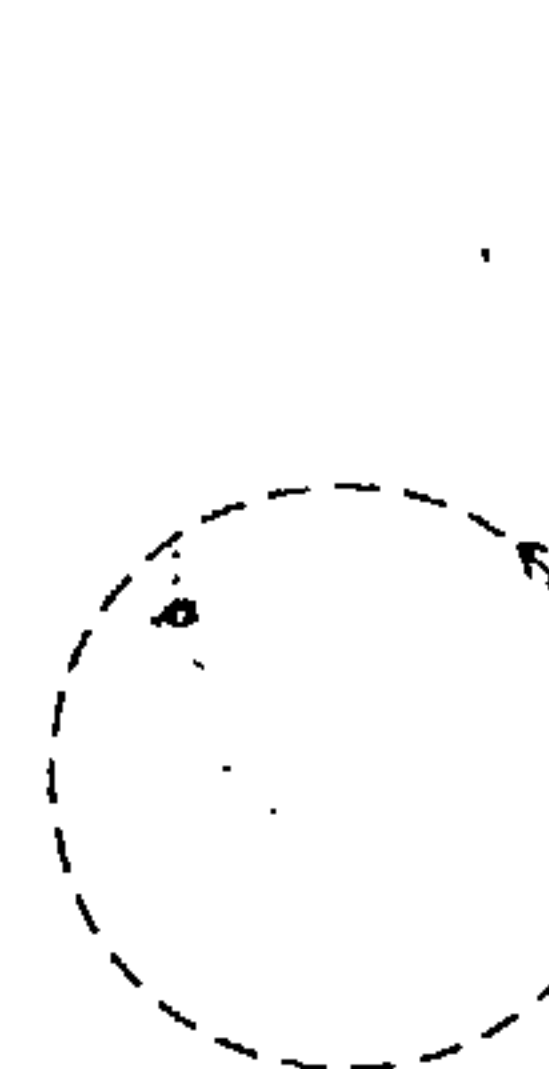
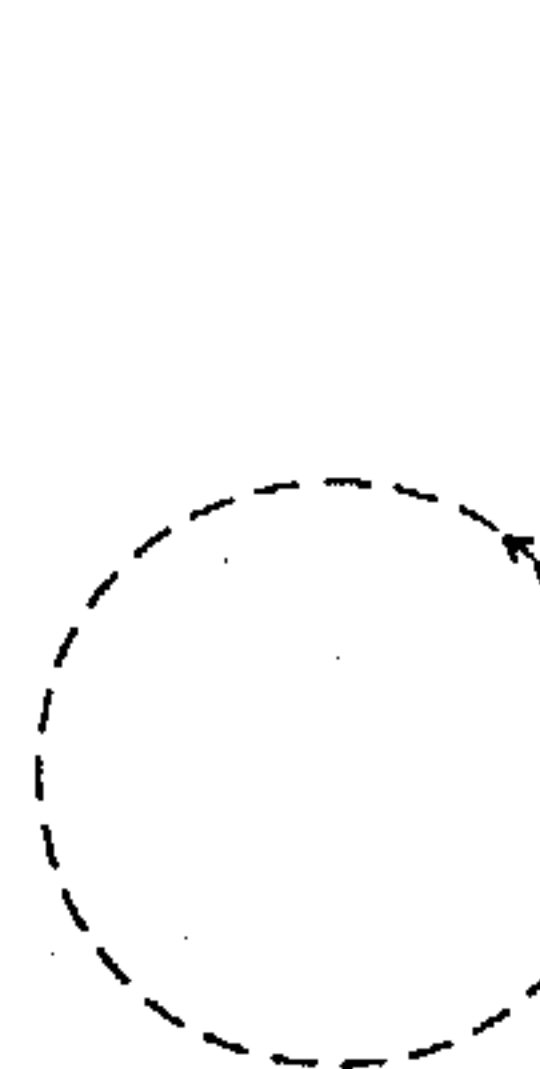
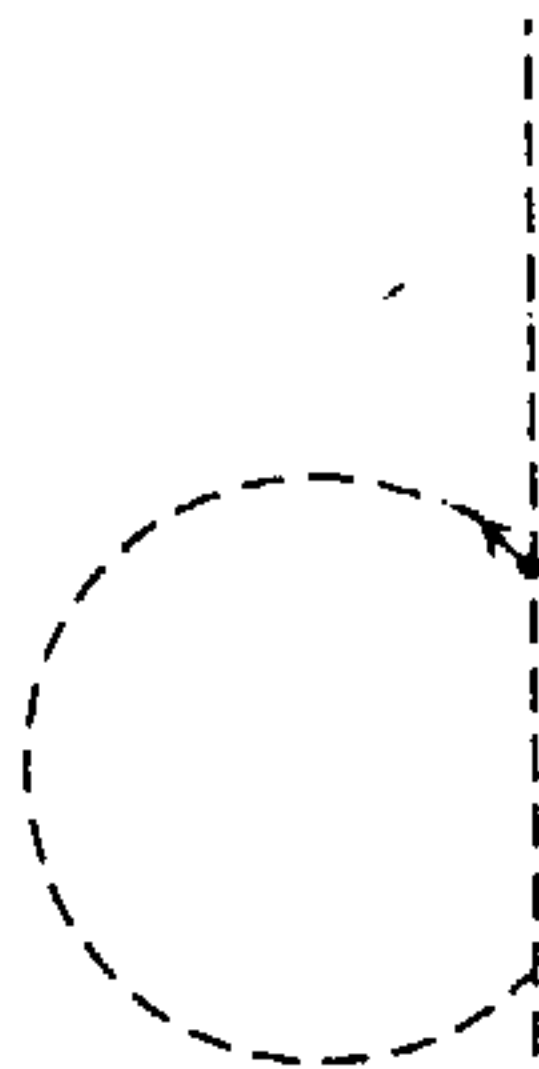
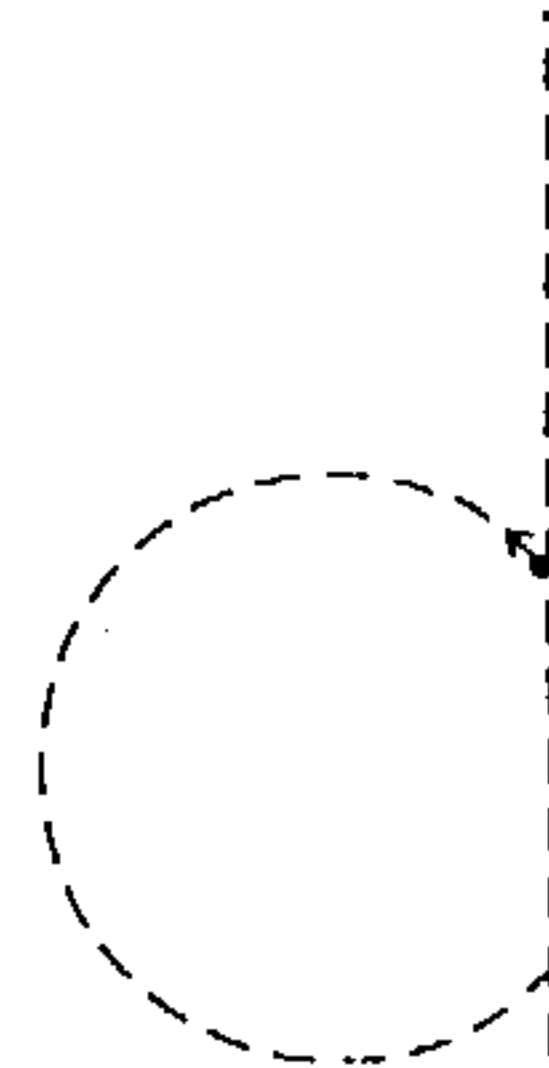
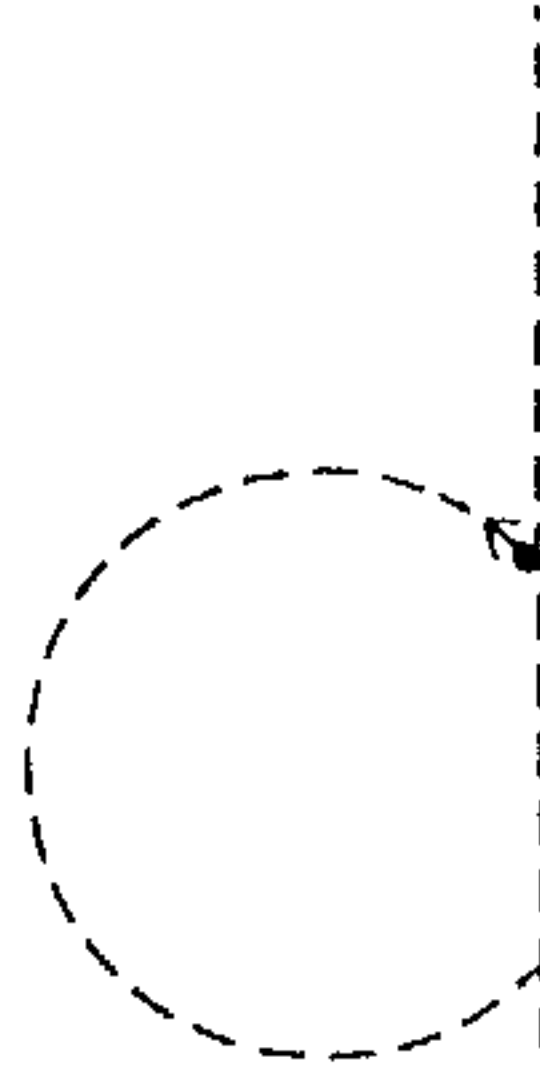
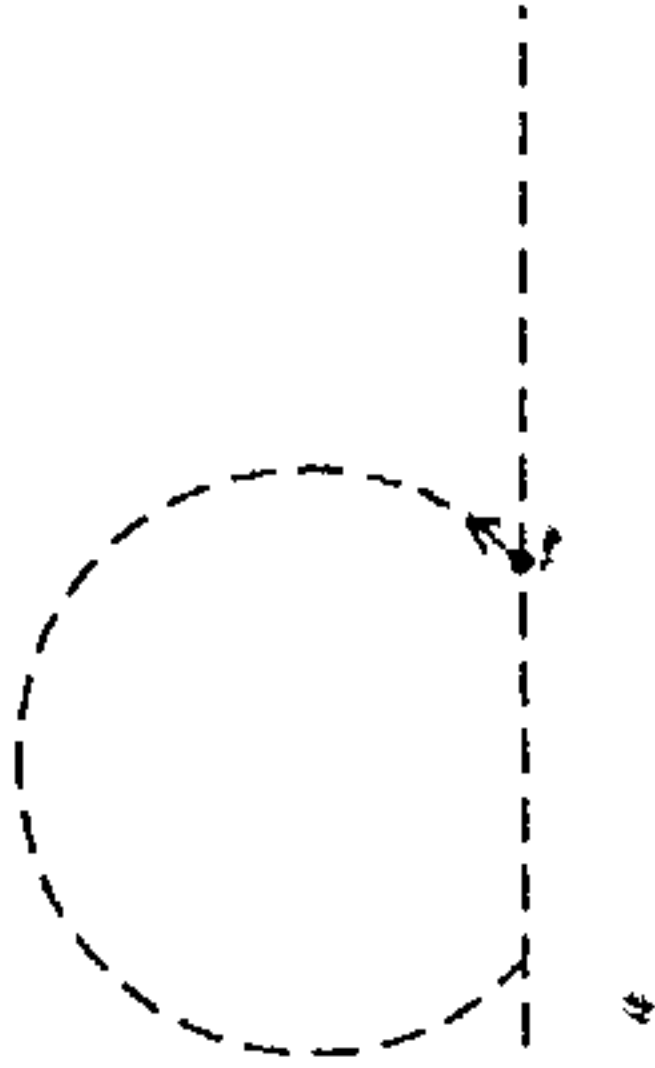
Level: Nursery
Week: 7

Term: 1
Day: 5

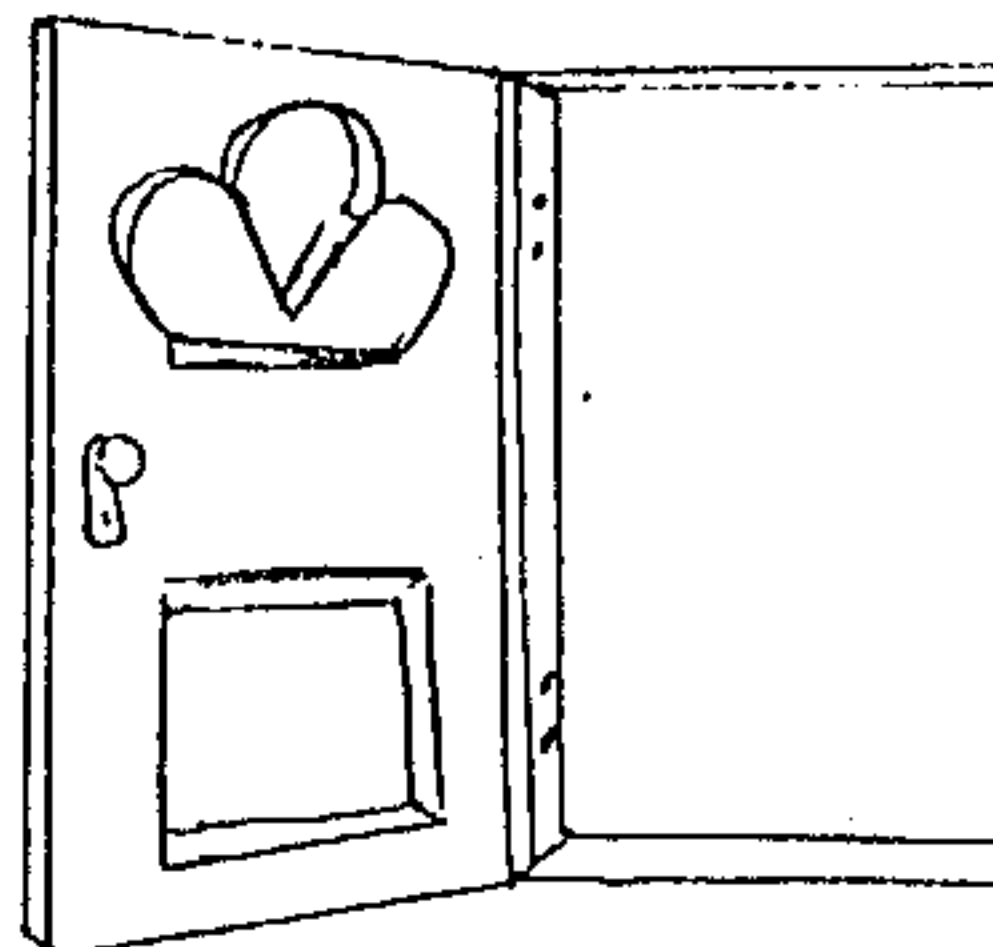
Date: _____

Day: _____

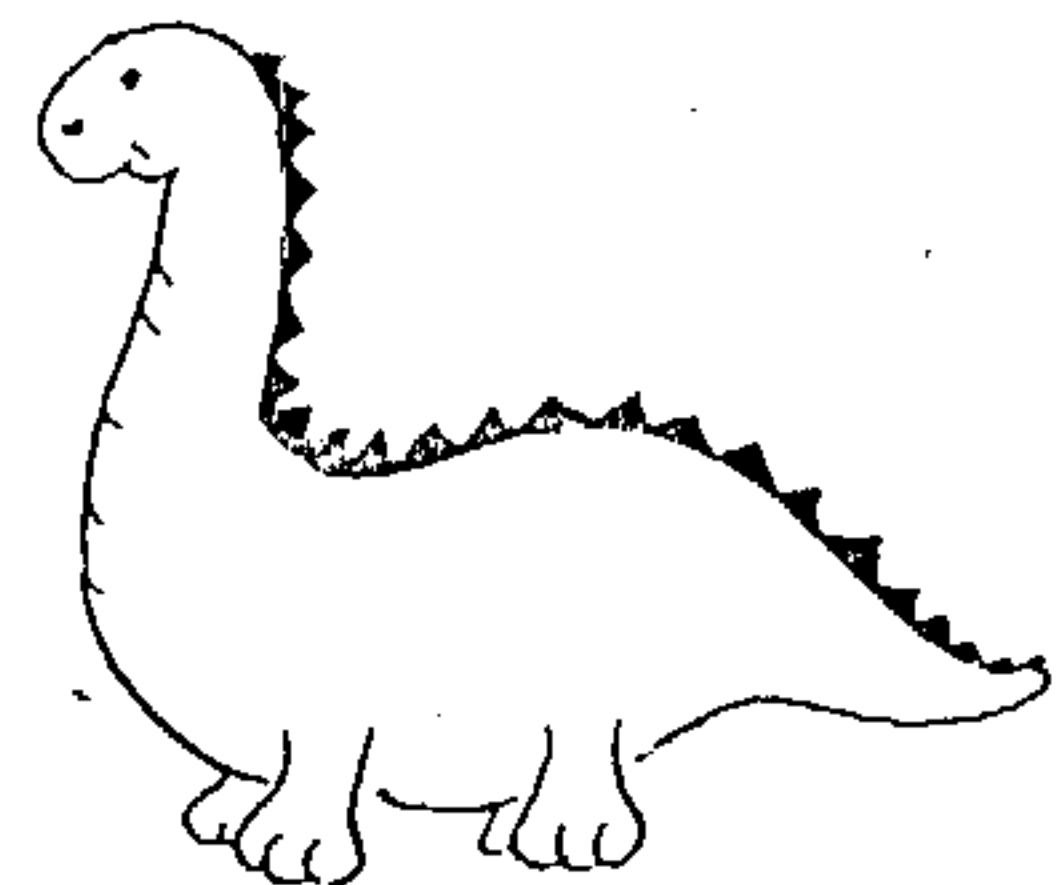
Join the dotted 'd'



duck



door



dinosaur

Lesson Plan

Writing (Worksheet)

Level: Nursery
Term: 1
Week: 7
Day: 6

1. **Objective:** The children will be able to;
 - Trace the letter I with proper formation.
 - Do independent writing.
 2. **Function:** Tracing on the dotted lines.
 3. **Activity:** Trace and colour in the associated pictures.
 4. **Material:** Worksheet, Sand tray, Sand paper letters, Sound corner, Flash cards.
-

5. **Procedure:**

The children will trace the hollow letter and colour in the associated pictures and will trace the letter I on the dotted lines with proper formation.

Group work:

One group can work with the material and one group can do the written work.

Follow up:

Can do the assessments.

Worksheet

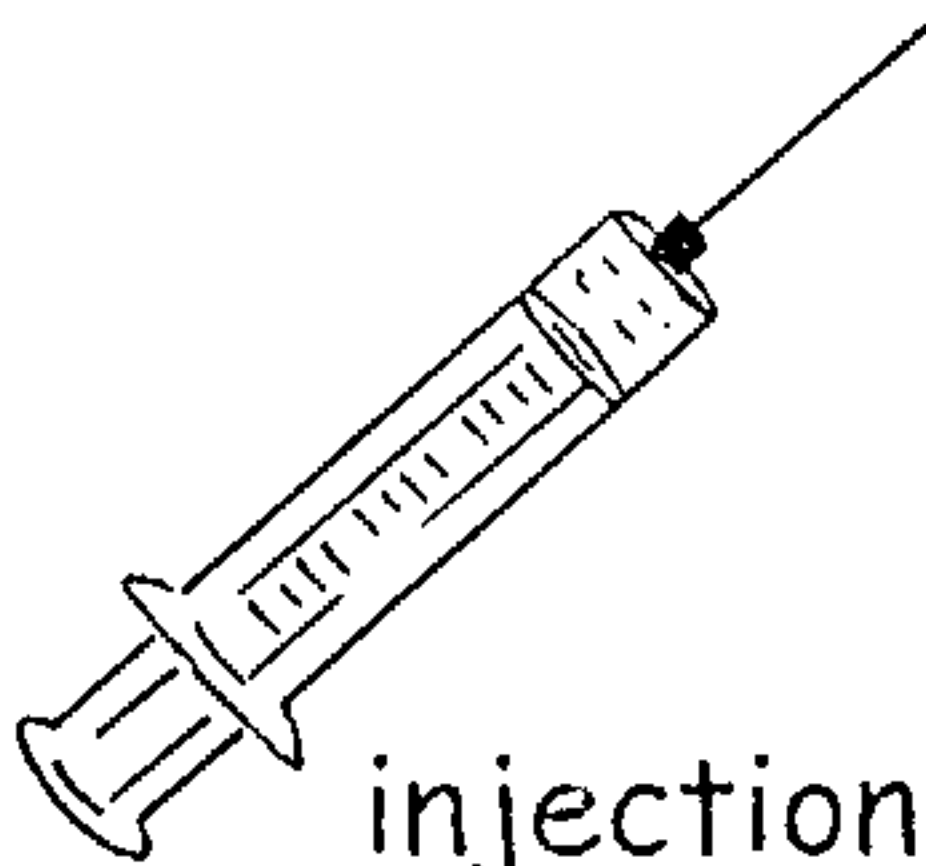
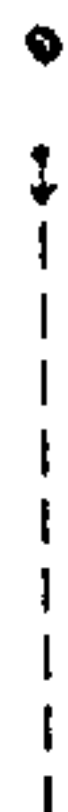
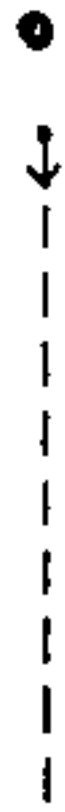
Level: Nursery
Week: 7

Term: /
Day: 6

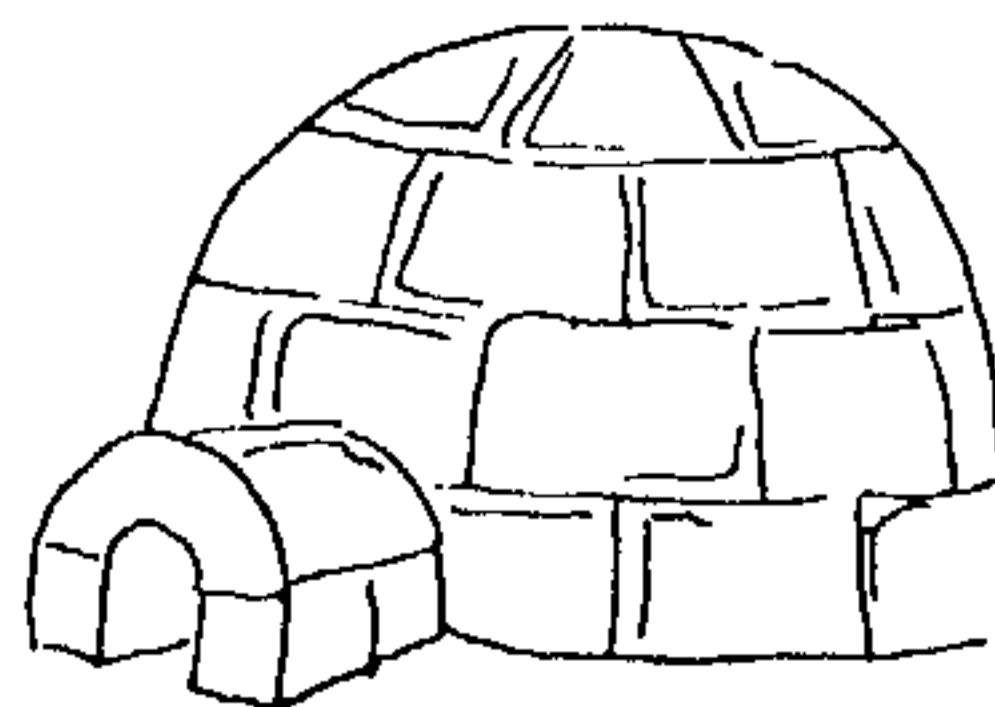
Date: _____

Day: _____

Join the dotted 'i'



injection



igloo



indian

Worksheet

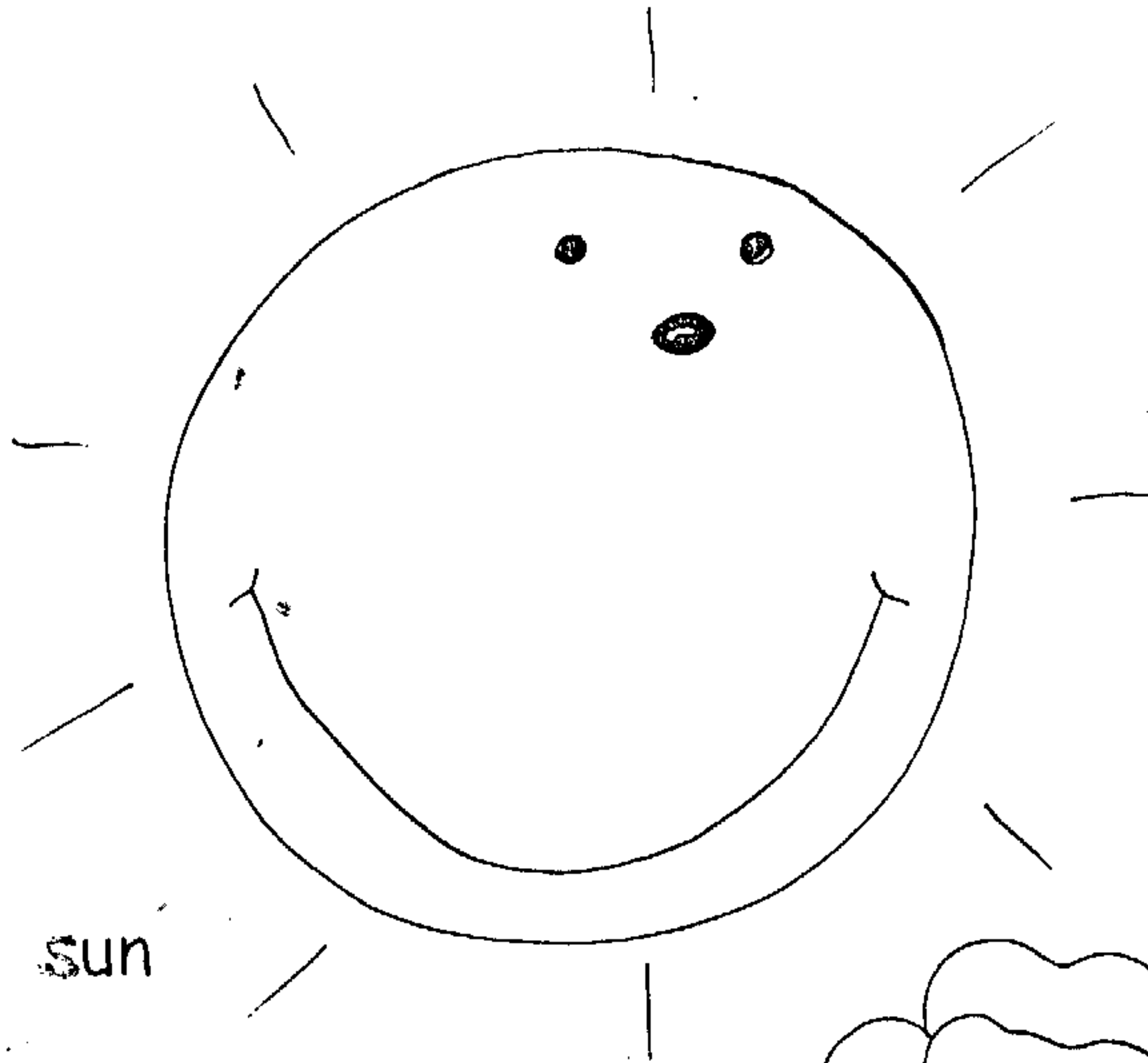
Level: Nursery
Week: 7

Term: 1
Day: 6

Date: _____

Day: _____

Colour the red things



sun



tomato



rose

Worksheet

Level: Nursery
Week: 7

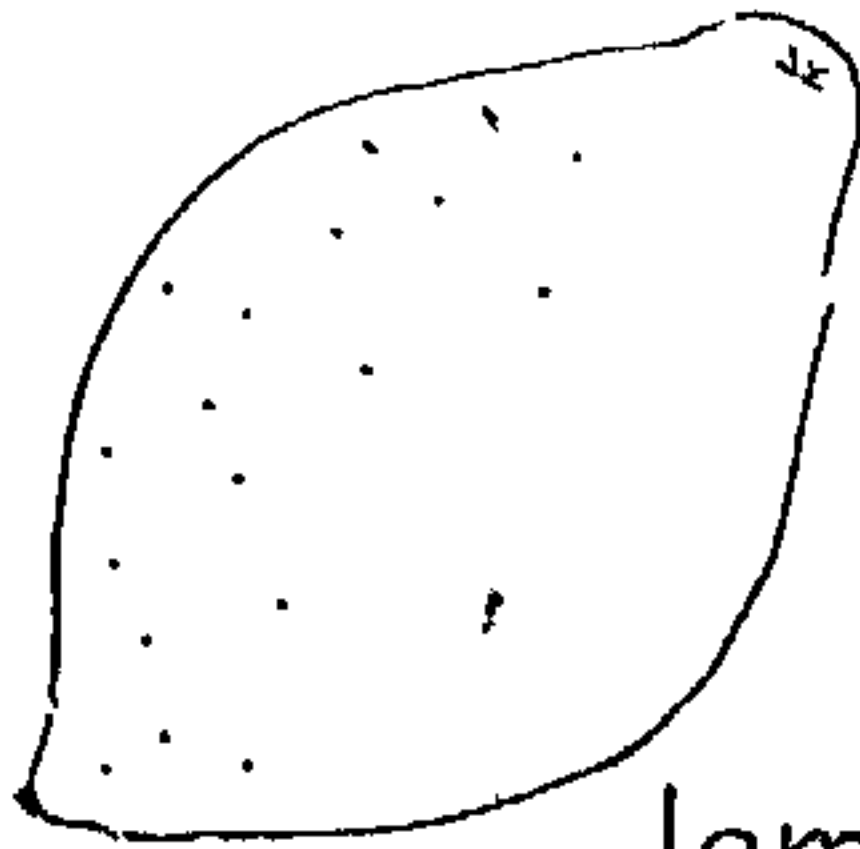
Term: 1
Day: 6

Assessment.

Date: _____

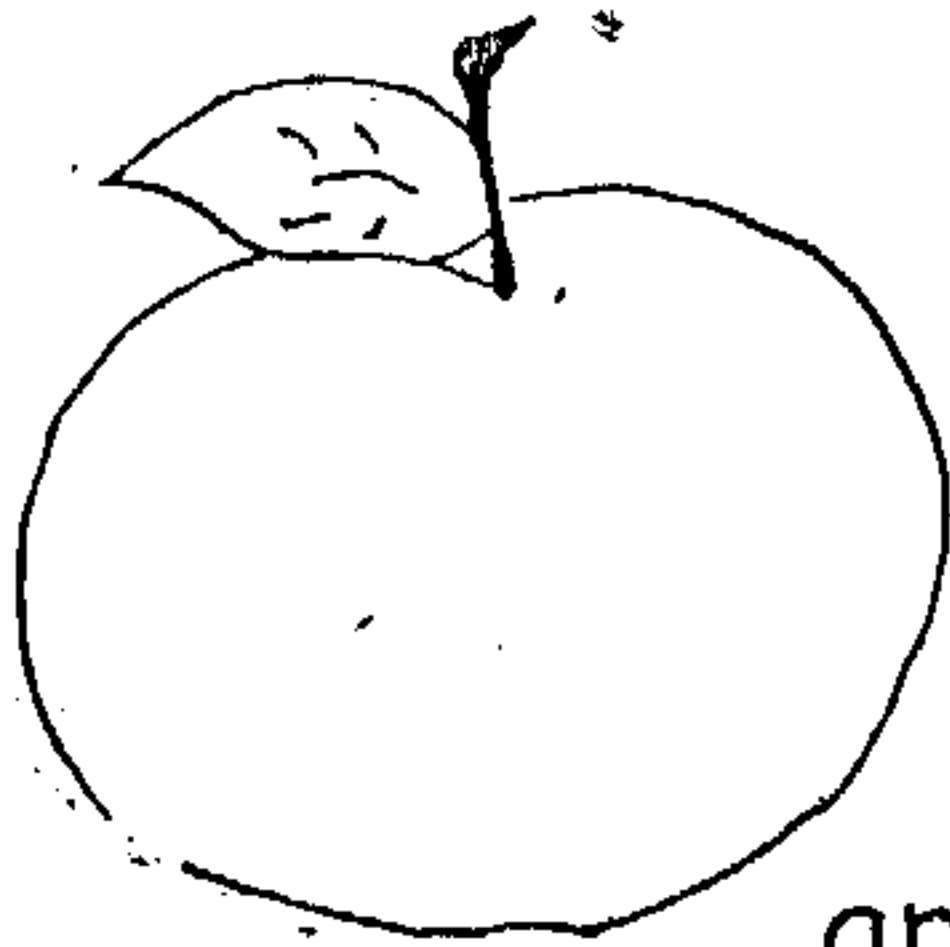
Day: _____

Circle the correct sound.



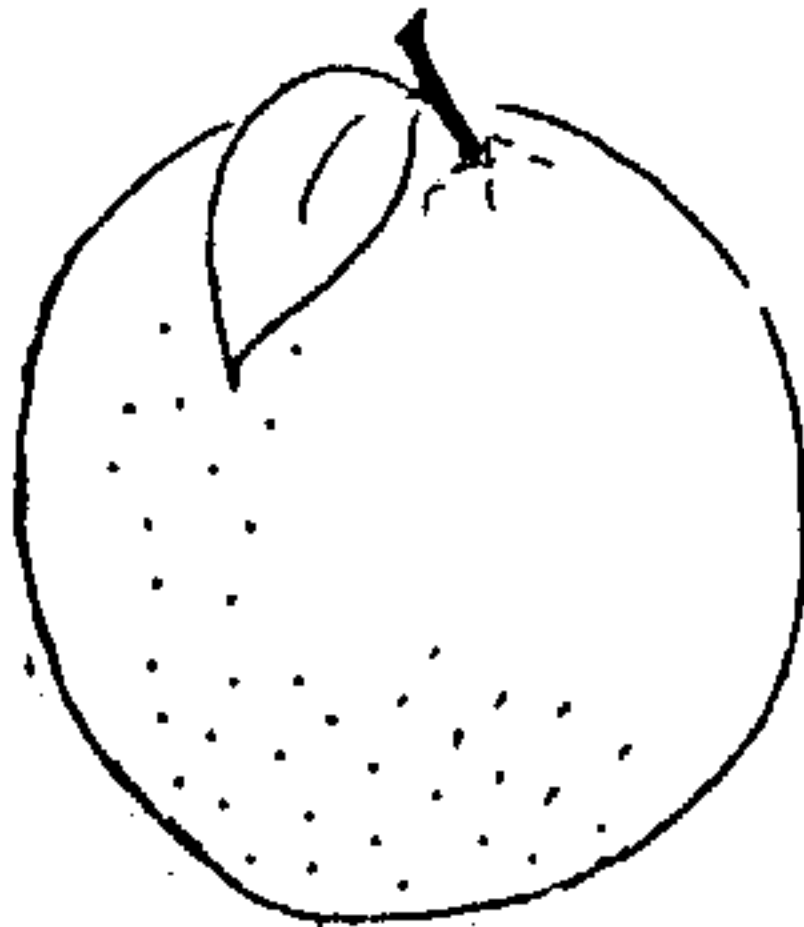
lemon

| , C



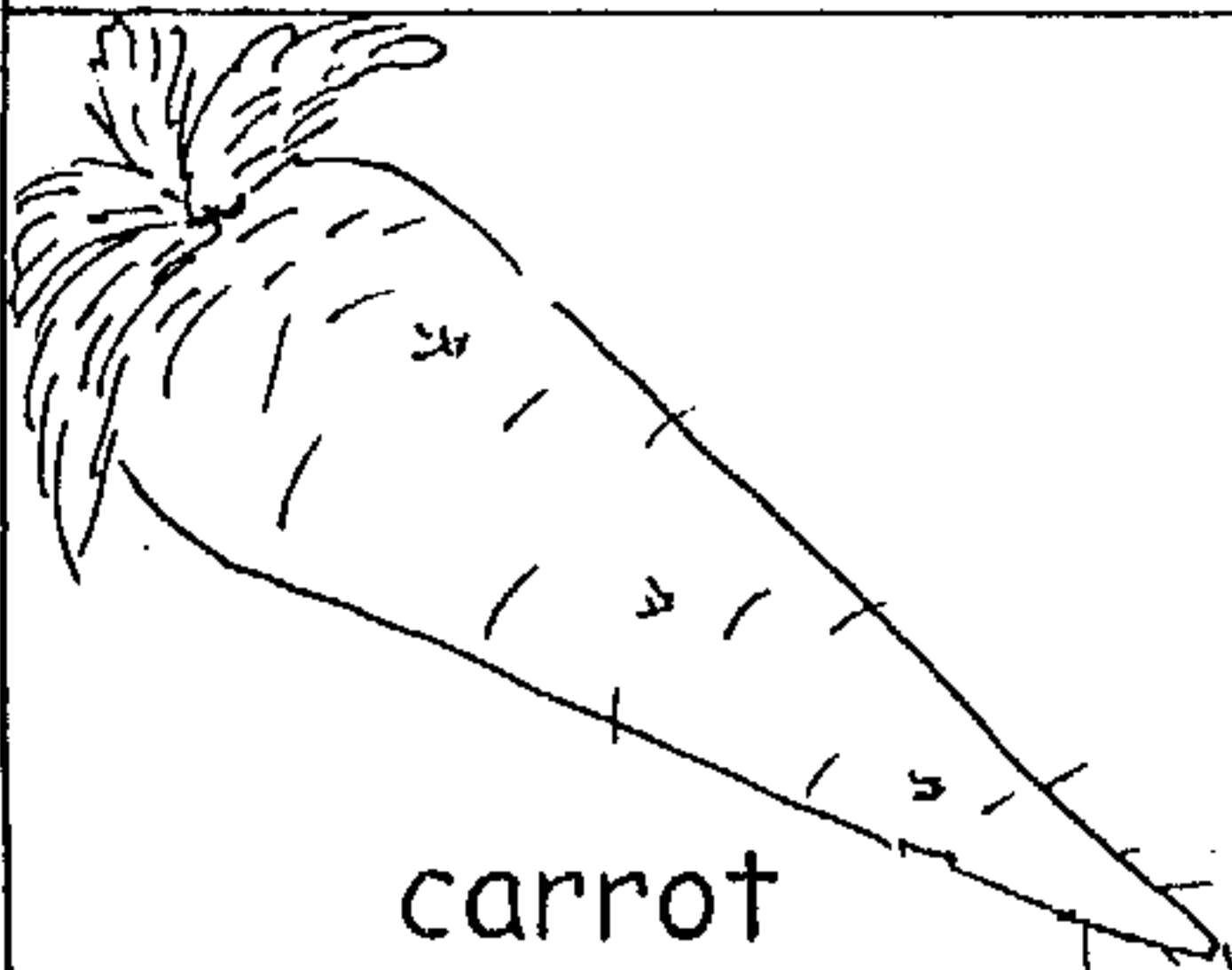
apple

| , a



orange

a , o



carrot

C , o

Lesson Plan

English

Level: Nursery

Term: 1

Week: 8

Periods: 8

Communication	Reading	Writing	Assessment
<ul style="list-style-type: none">- Introduction of the names of common fruits such as apple, banana.- Fun Activity (stringing beads).- Memorization of names of day of the week.- Concepts.- Thick and thin- Tall and short.	<p>Text Here is the dog. Song six little ducks that once I knew fat ones skinny Ones tall ones too.</p>	<p>Independent writing of the letter a d and l</p>	<p>Worksheet match & join Circle the correct letter.</p>

Lesson Plan

Communication

Level: Nursery

Term: 1

Week: 8

Day: 1

1. **Objective:** The children will be able to:
 - learn the names of some commonly seen fruits.
 - 7 Motivate learning with material that children can discover on their own.
 2. **Function:** Names of commonly seen fruits.
 3. **Activity:** Making fruit solo
Making fruits of clay
 4. **Material:** Read fruits, Clay models, Flash cards, Books.
-

5. **Procedure.**

- Showing and telling names of fruits
- Discussing their colours, texture, of their skin smell, taste, seeds inside them etc.

Group work:

One group can work with the Material the other group can do the colouring in the work sheets.

Follow up.

Making of fruit salad ask each child to bring. One apple, two bananas so on.

Task B:

Exercise. Stringing beads.

Lesson Plan

Fun Activities

Level: Nursery
Term: 1
Week: 8
Day: 1

1. **Objective:** The children will be able to
 - Improve eye & hand coordination.
 - Develop concentration.
 - Indirect preparation for writing
 - Develop small muscles in finger and hand
 2. **Skill:** Exercise.
 3. **Topic:** Stringing beads.
 4. **Material:** String, Large beads, a bowl.
-

5. **Procedure:**
 - Individual presentation by teacher followed by exercise and practice by children to master the skill.

Worksheet

Level: *Nursery*
Week: *8*

Term: *1*
Day: *1*

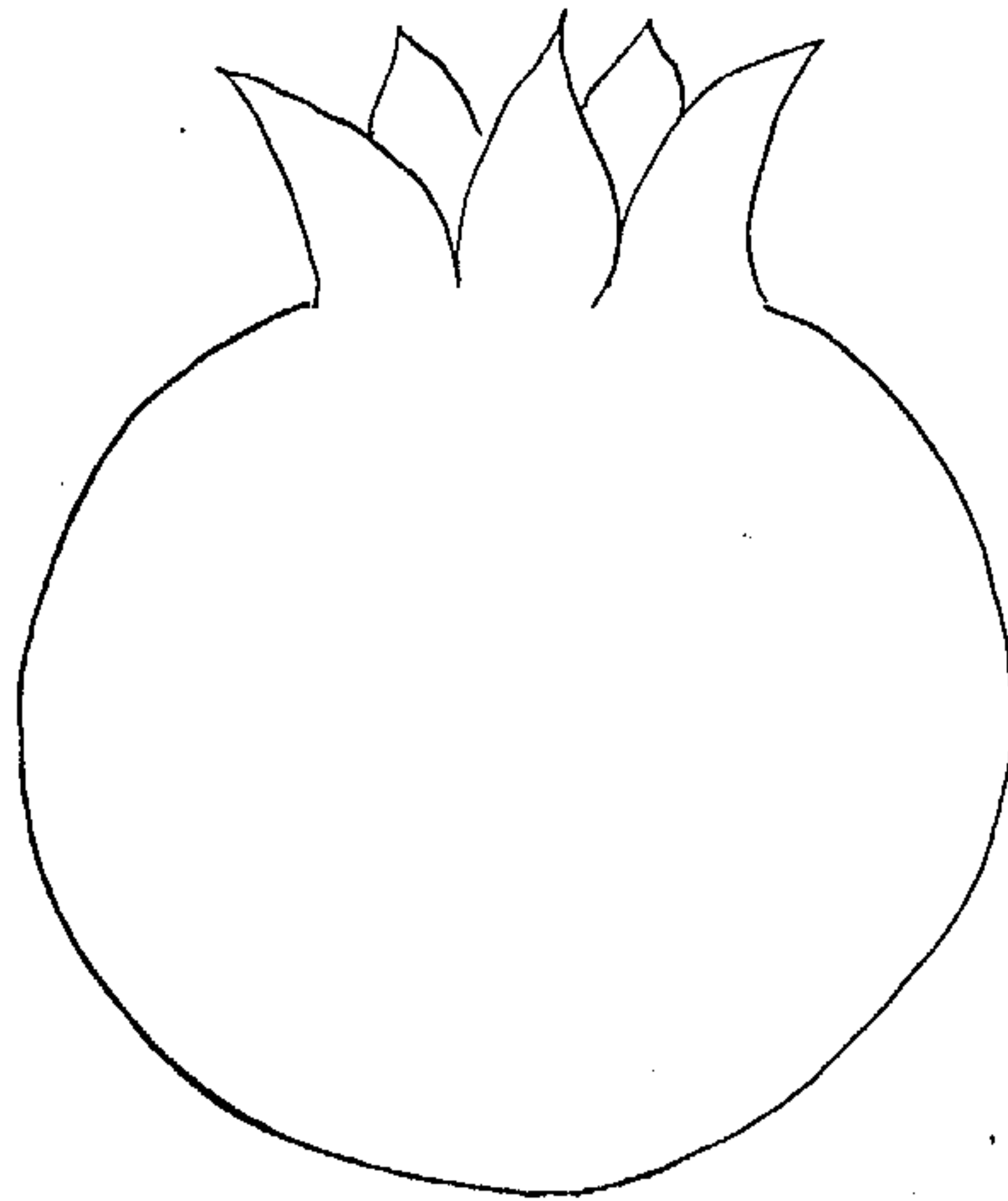
Date: _____

Day: _____

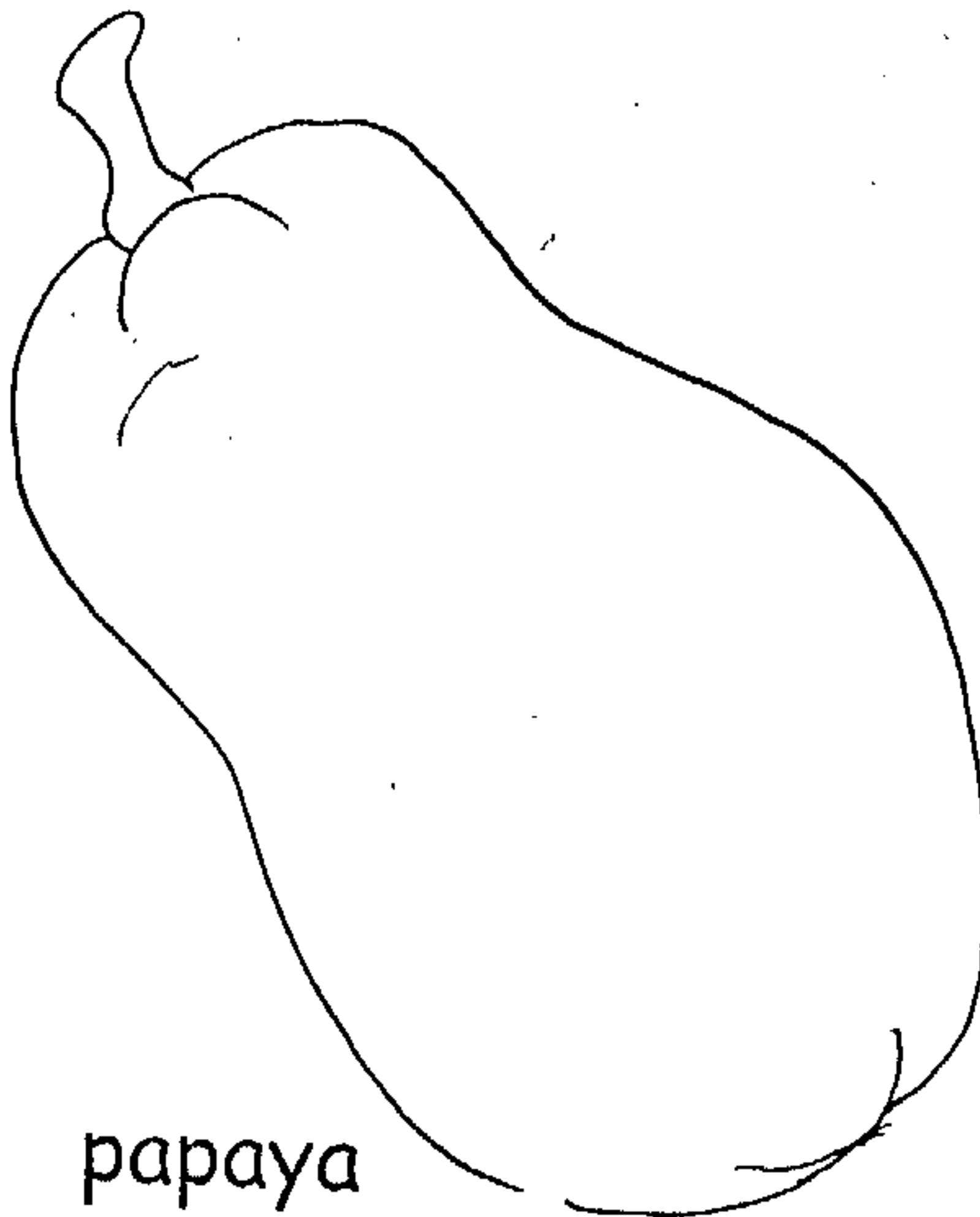
Fruits



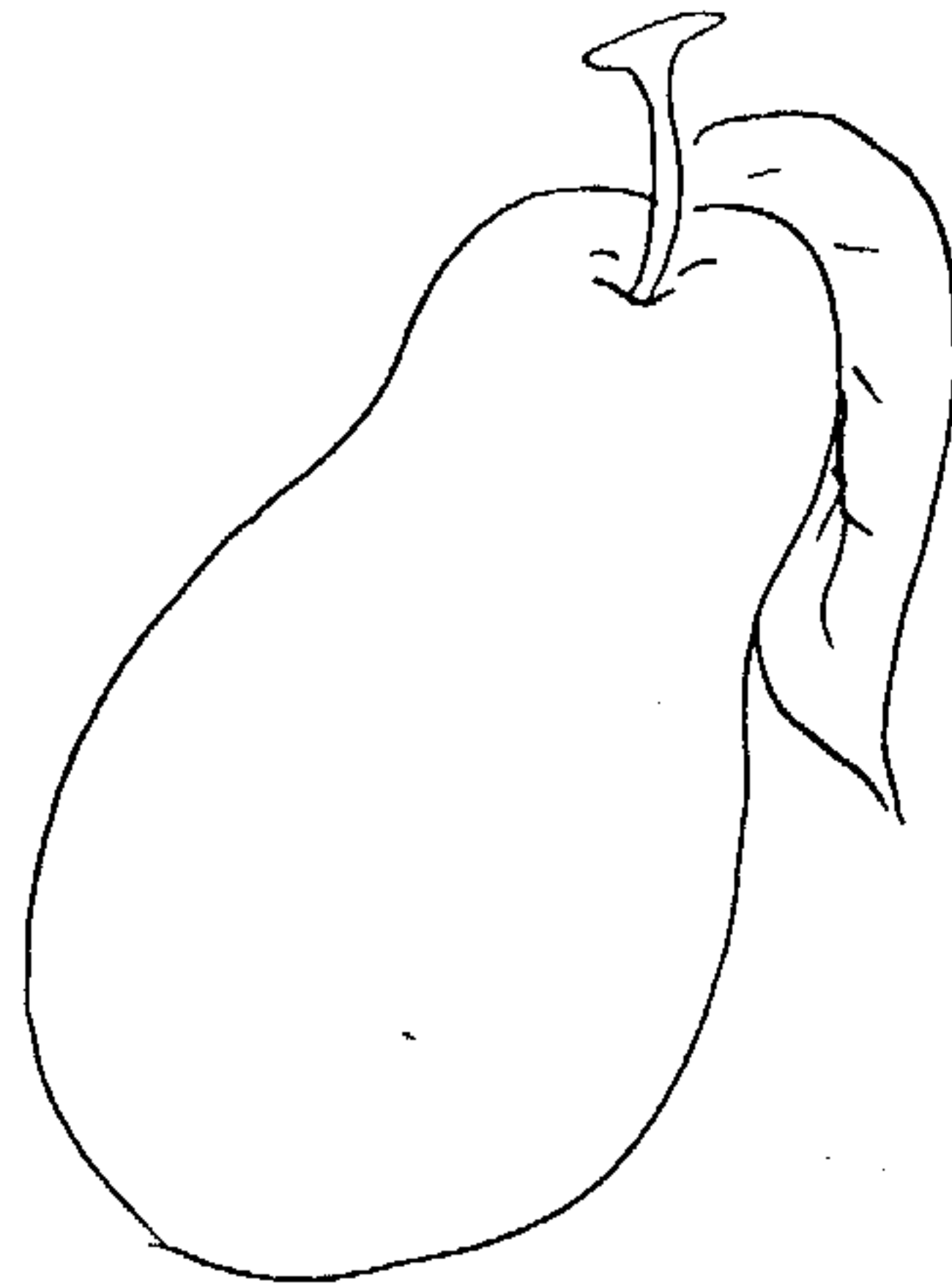
guava



pomegranate



papaya



pear

Worksheet

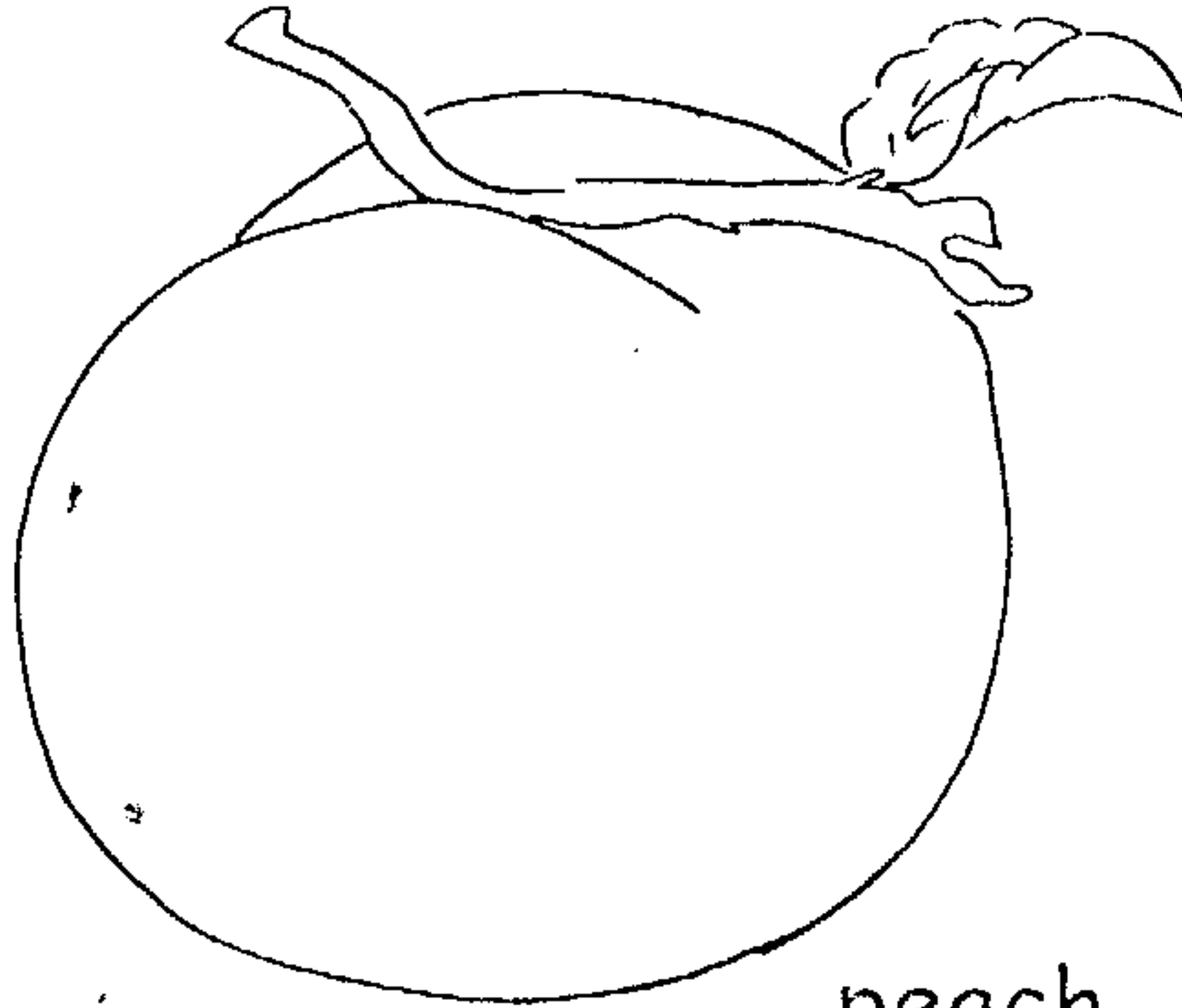
Level: Nursery
Week: 8

Term: /
Day: /

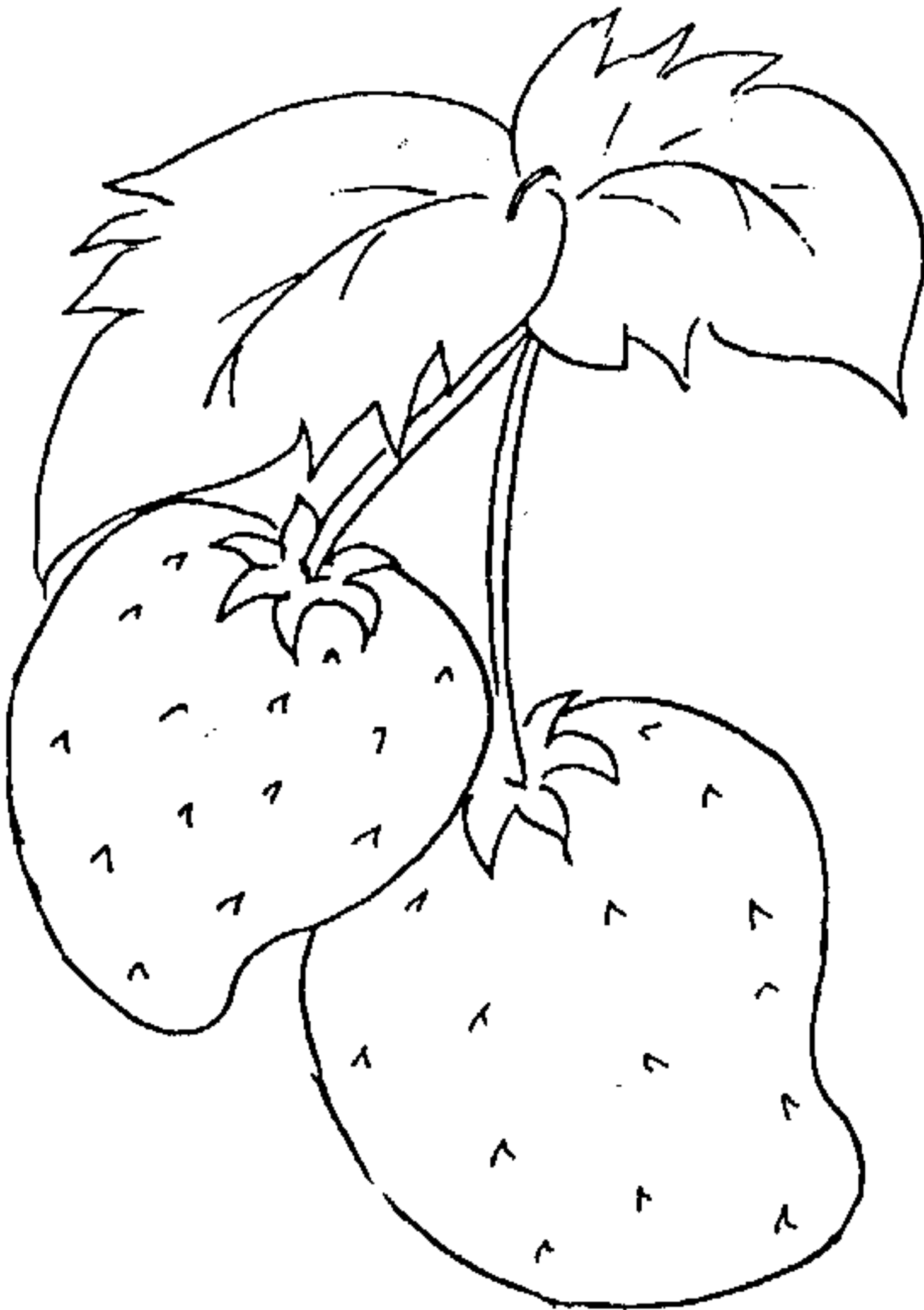
Date: _____

Day: _____

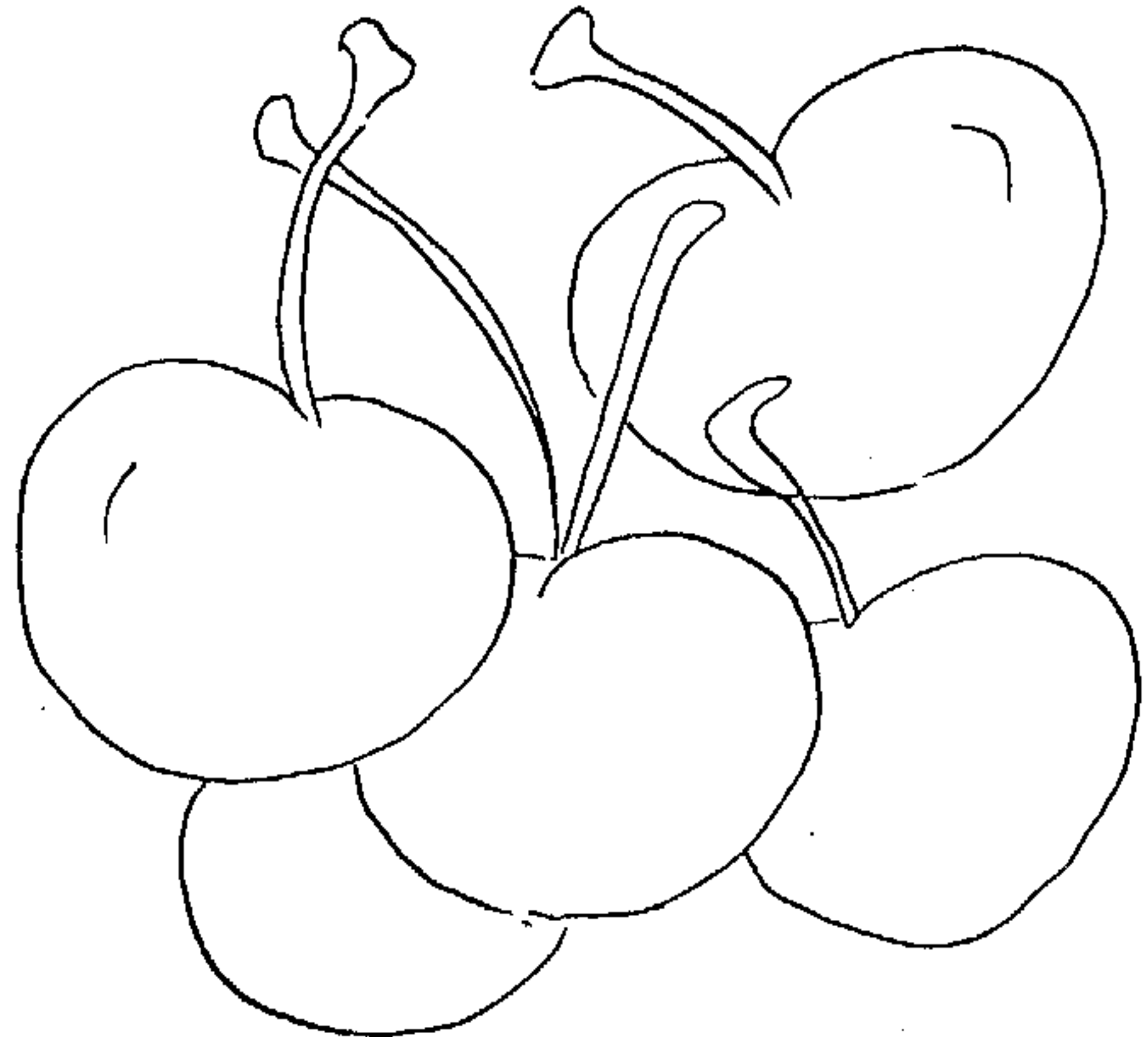
More fruits



peach



strawberry



cherry

Lesson Plan

Communication

Level: Nursery

Term: 1

Week: 8

Day: 2

1. **Objective:** The children will be able to learn the names of the days.
 2. **Function:** Names of days of the week.
 3. **Activity:** Singing a Rhyme.
 4. **Material:** Charts, Flash cards, Work sheets.
-

5. **Procedure:**

Listening: Chanting names of the days of the week during circle time.
The children will listen to a rhyme, there are seven days in a week, on the cassette.

Singing: They will sing along with the cassette. Teacher can join in and help the children with action and singing.

Rhyme.
There are seven days in a week. (3 line)

Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday

Lesson Plan

Communication

Level: Nursery

Term: 1

Week: 8

Day: 2

1. **Objective:** The children will be able to write the letter independently with correct formation.
 2. **Function:** Independent writing.
 3. **Activity:** Colouring in the associated picture.
 4. **Material:** Worksheet.
-

5. **Procedure:** Writing the letter a independently from the given point.

Worksheet

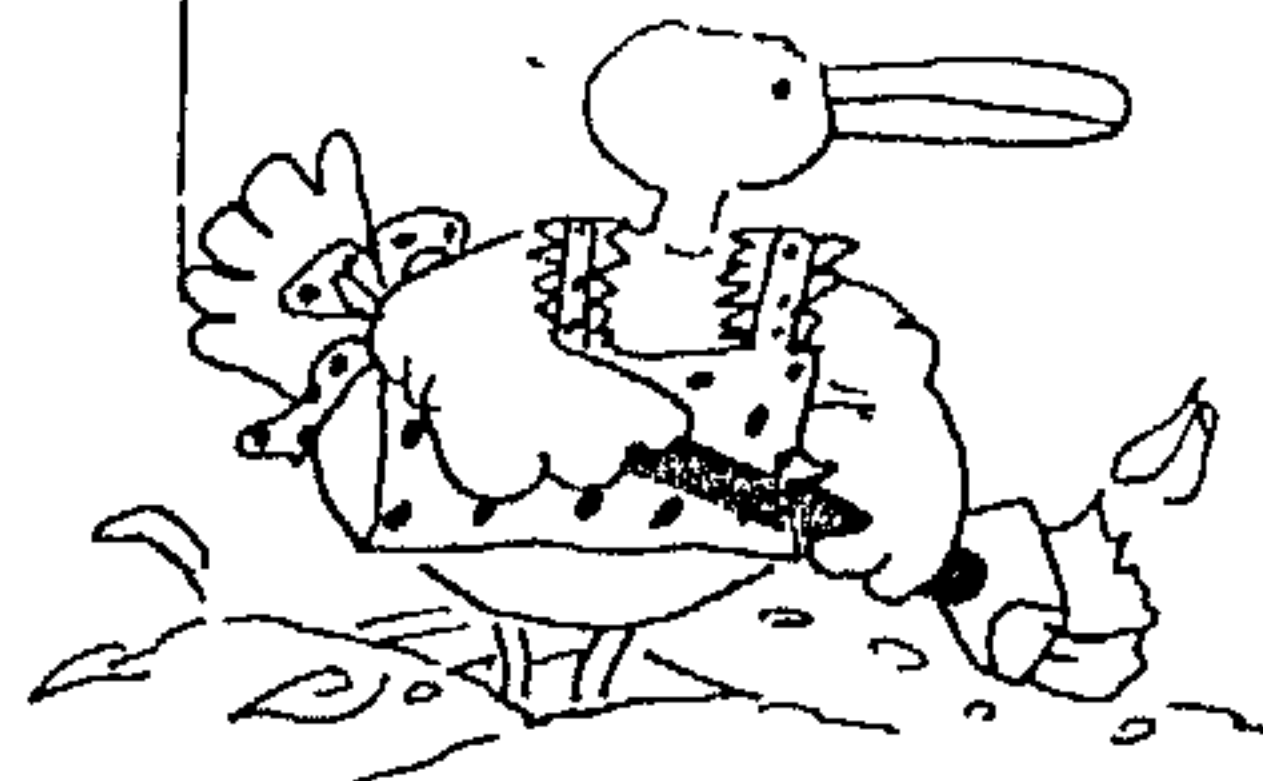
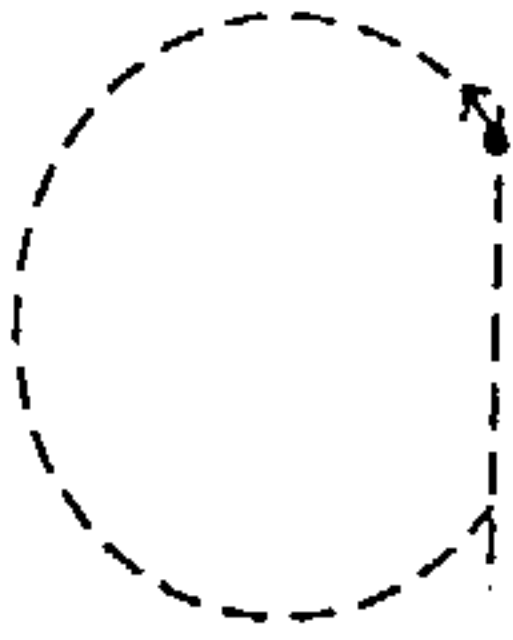
Level: Nursery
Week: 8

Term: /
Day: 2

Date: _____

Day: _____

Write 'a' independently



Lesson Plan

Communication

Level: Nursery

Term: 1

Week: 8

Day: 3

1. **Objective:** The children will be able to
 - Learn the concepts and add words to their vocabulary.
 - Differentiate between objects and knowing the meaning of the same.
 2. **Function:** Concepts Thick & thin Tall & Short.
 3. **Activity:** Tracing dots to make a thick and thin pencil and pasting glazed paper mosaic on it.
 4. **Material:** Real fruits, Clay models, Flash cards, Books.
-

5. **Procedure:**
 - Discussion
 - Showing comparisons through objects like a thick pencil a thin pencil
 - Visual demonstration of concrete objects.
 - A tall child a short child.
- Task. A. Nursery Rhyme.
- Listening: Listening to the cassette and learning the song six little ducks that once I knew.....
- Singing: They will sing along the cassette and teacher can join in and teach them the actions.
- Follow up: Work sheets.

Lesson Plan

Reading

Level: Nursery

Term: 1

Week: 8

Day: 4

1. **Objective:** The children will be able to
 - Read and learn the pronunciation.
 - Learn new words for their vocabulary.
 - Language development.
 2. **Skill:** Reading Aloud.
 3. **Topic:** Here is the dog.
 4. **Material:** Text Page.
-

5. **Procedure:**

a. Ask the following.

- Do you have a dog.?
- Is dog a pet animal?
- Why some people keep dogs at home?
- What can you see in the picture?

b. Reading aloud.

Distribute the Text page.

Discussion Picture talk.

Read the text aloud and the children can follow. Learning gestures and following.

c. Individual Reading.

Here is
the dog.



new words
the dog

Here

Lesson Plan

Writing

Level: Nursery

Term: 1

Week: 8

Day: 4

1. **Objective:** The children will be able to write independently and with correct formation.
 2. **Function:** Independent writing of the letter d.
 3. **Activity:** Colouring in the associated pictures.
 4. **Material:** Sand tray, Sand paper letters Work sheet.
-

5. **Procedure:**
The children will trace the letter d with proper formation from the given point and colour in the associated pictures.

Worksheet

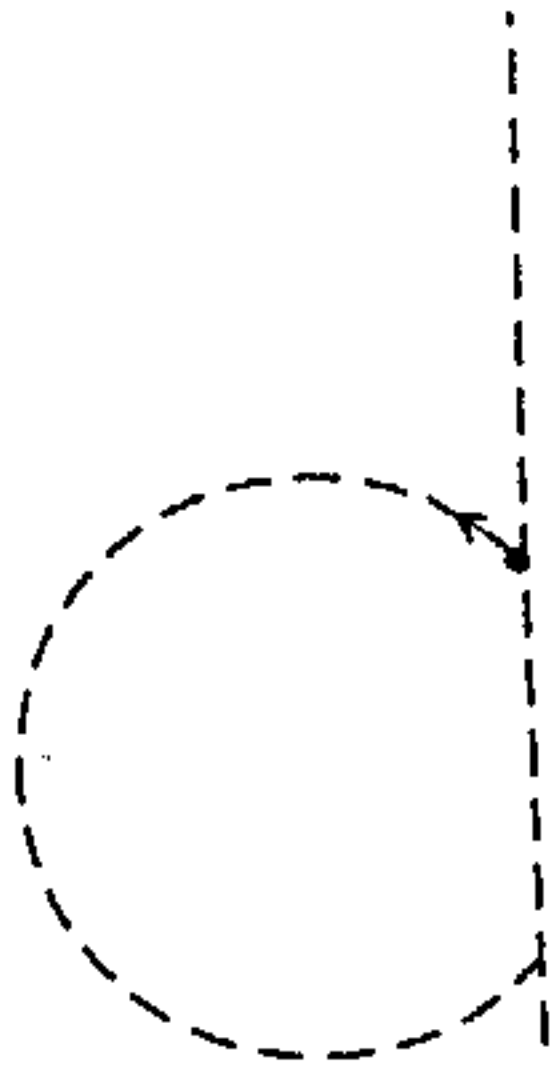
Level: *Nursery*
Week: *8*

Term: *1*
Day: *4*

te: _____

Day: _____

'rite 'd' independently



drum

Lesson Plan

Writing

Level: Nursery

Term: 1

Week: 8

Day: 5

1. **Objective:** The children will be able to writing independently with correct formation.
 2. **Function:** Independent writing of the letter *i*.
 3. **Activity:** Colouring in the associated pictures.
 4. **Material:** Sand tray, Sand paper letters Work sheet.
-

5. **Procedure:**

The children will trace the letter *i* with proper formation from the given point and colour in the associated pictures.

Worksheet

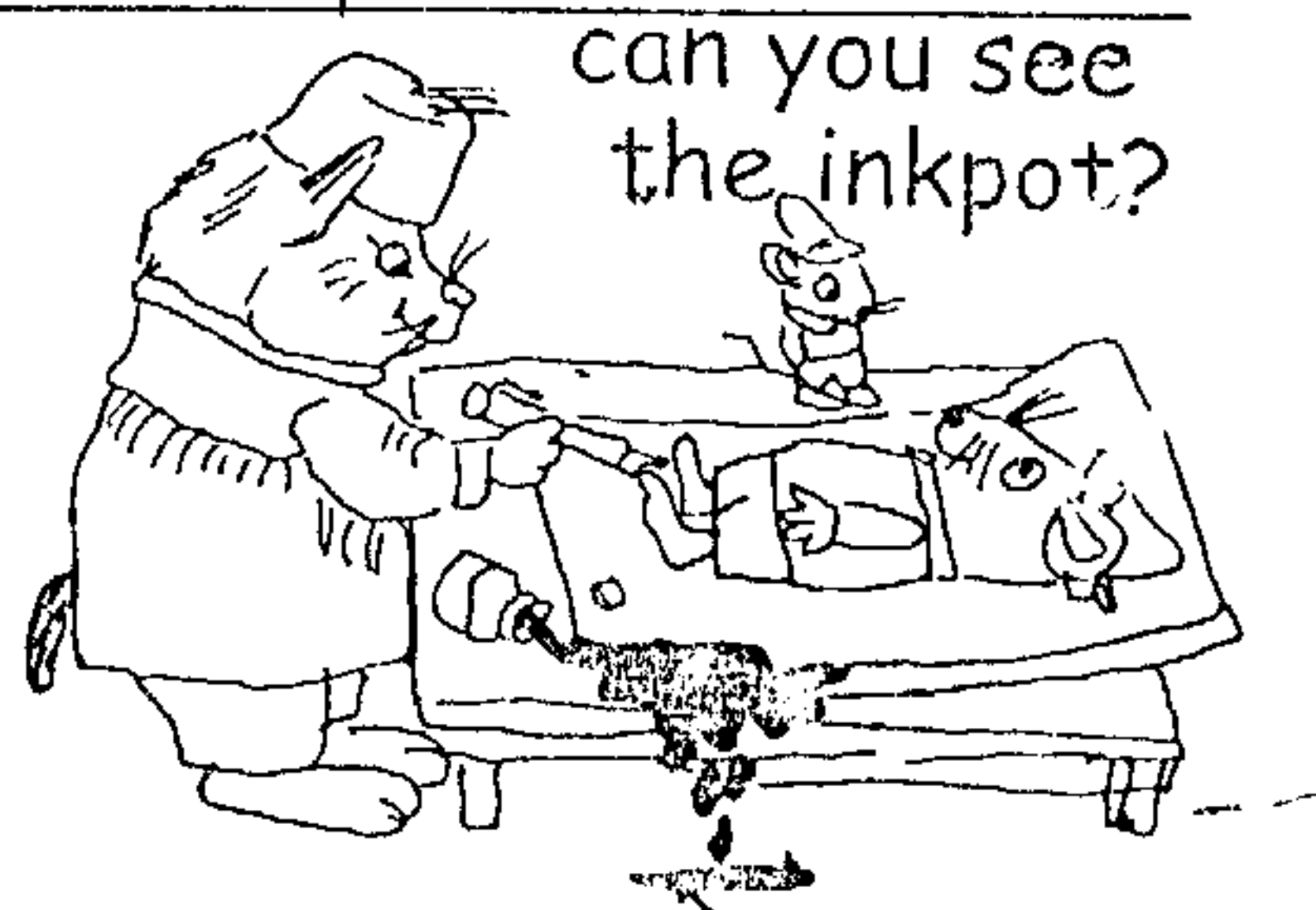
Level: Nursery
Week: 8

Term: 1
Day: 5

Date: _____

Day: _____

Write 'i' independently.



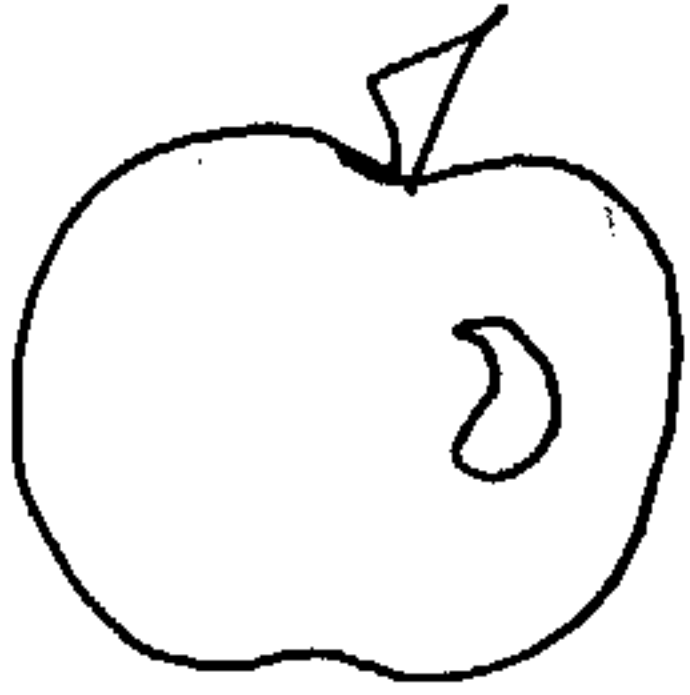
Worksheet

Level: Nur.
Week: 8

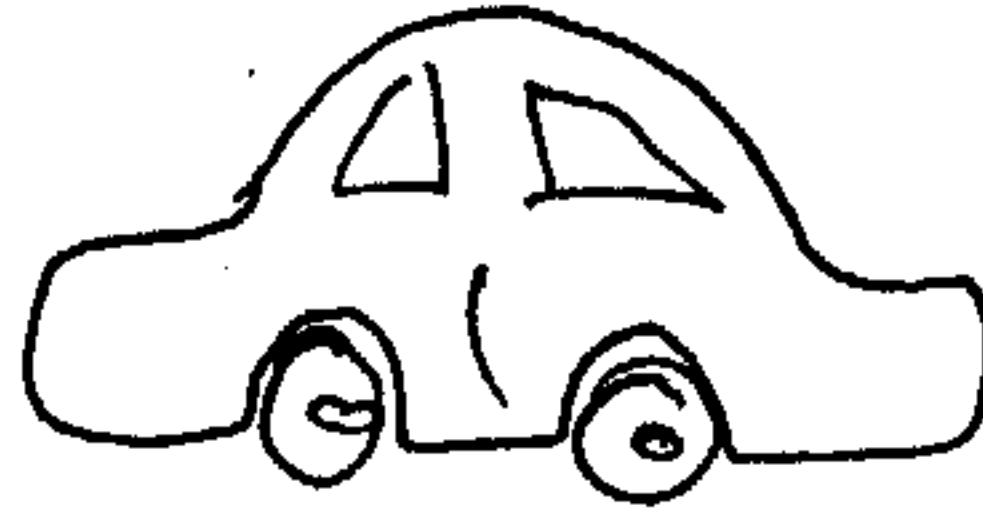
Term: 1
Day: 6

Assessment

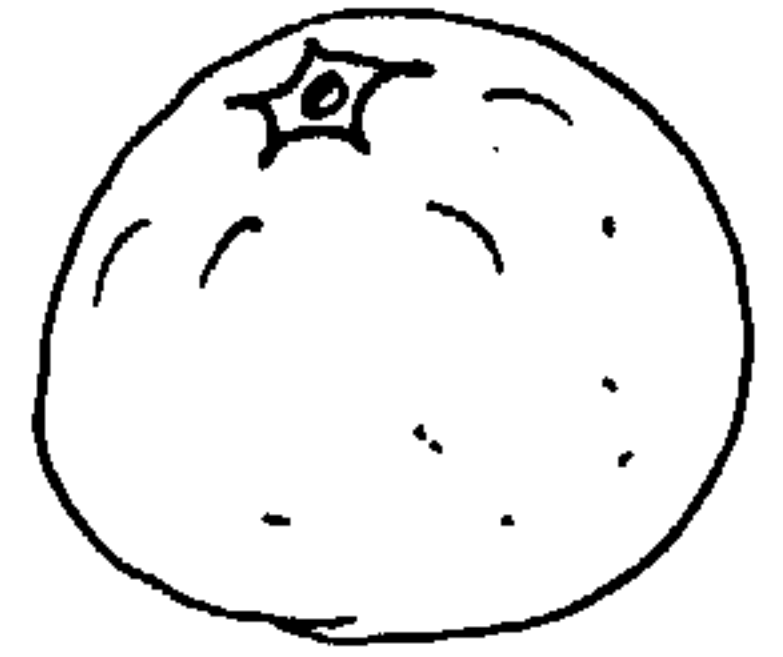
circle the correct letter



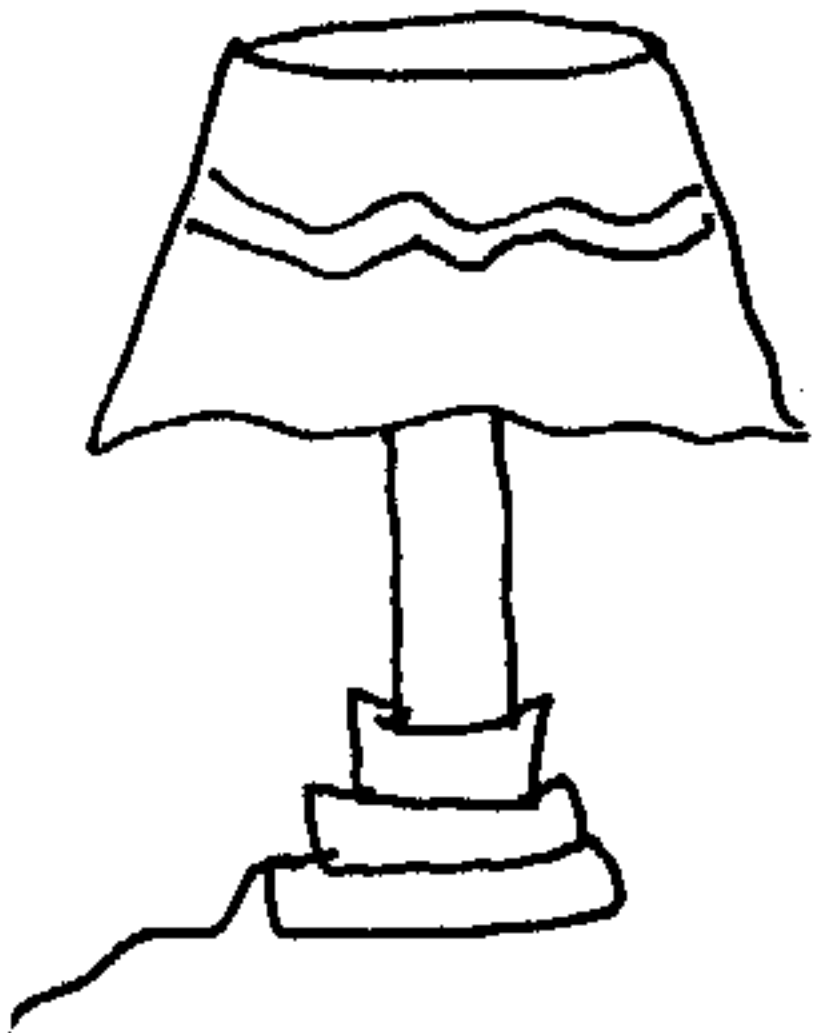
a c o



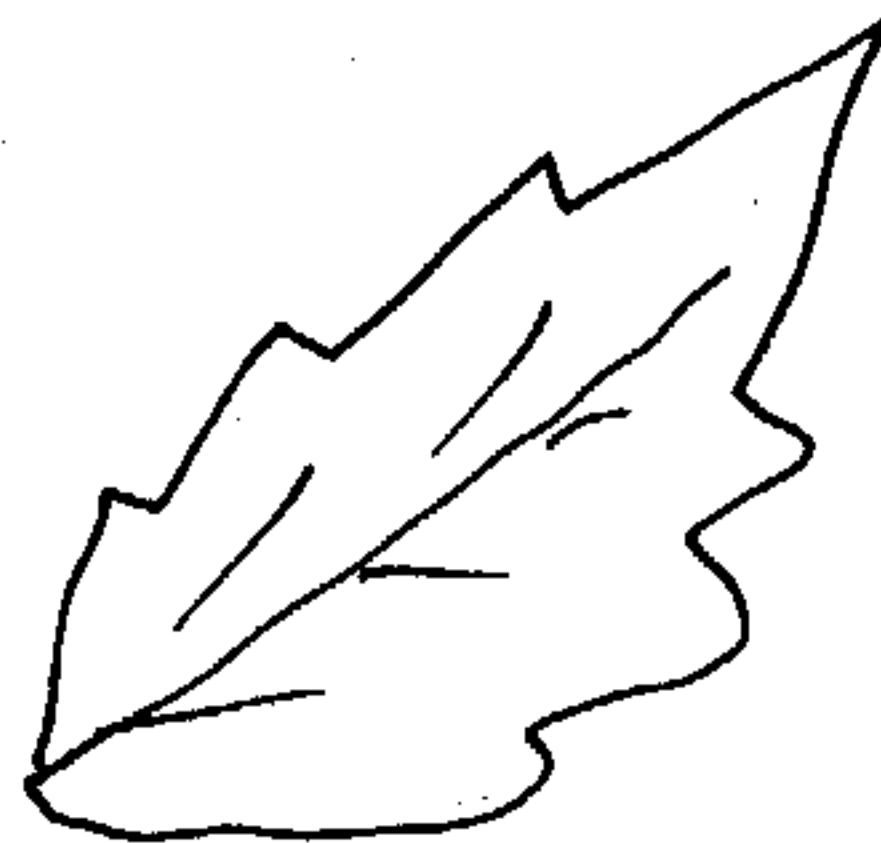
c l o



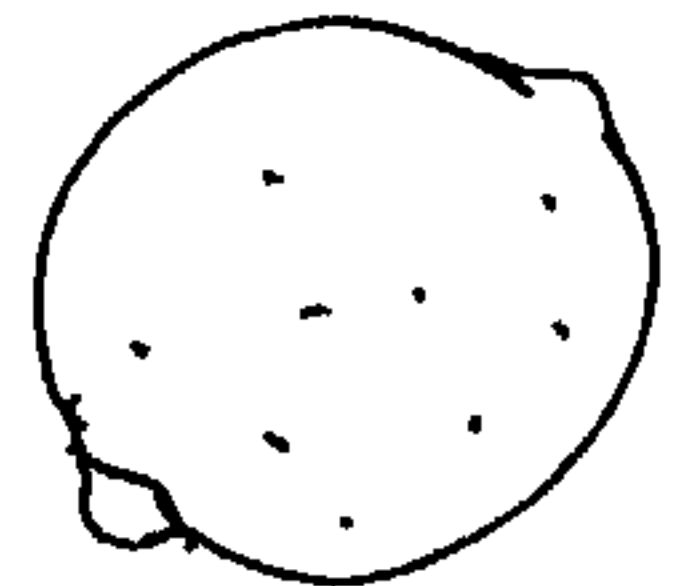
c l o



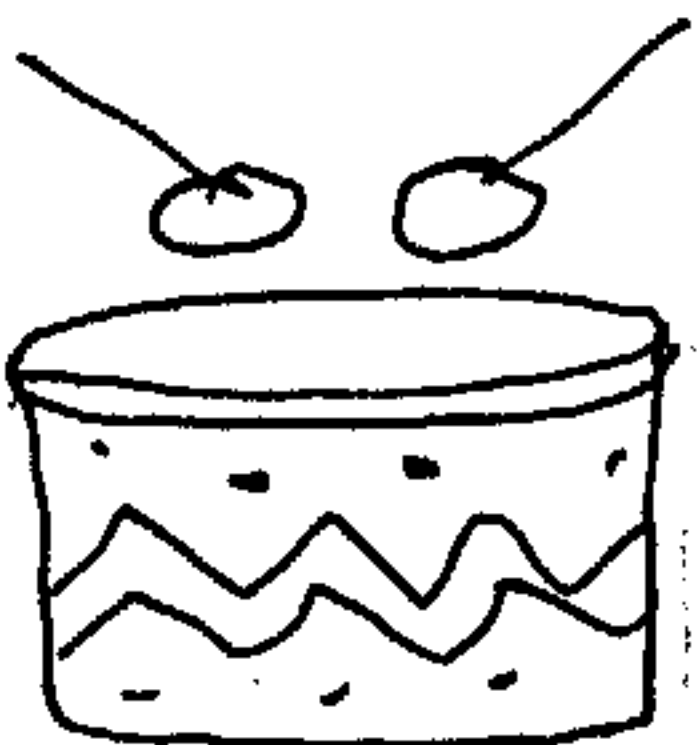
c l o



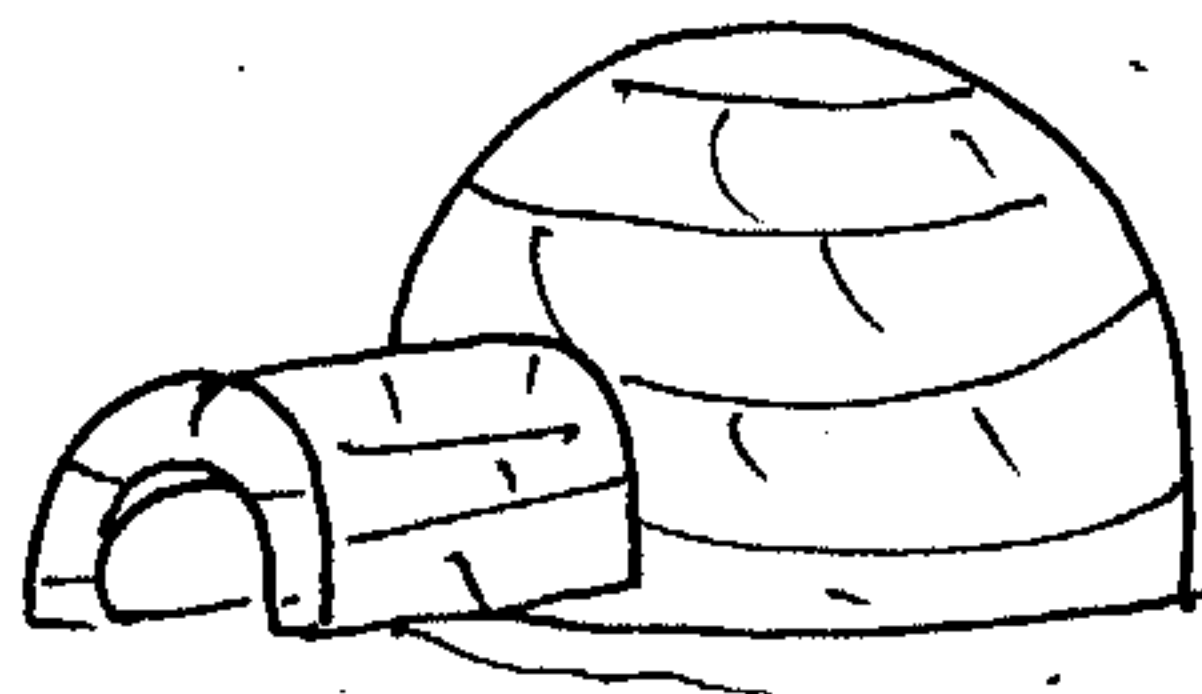
c l o



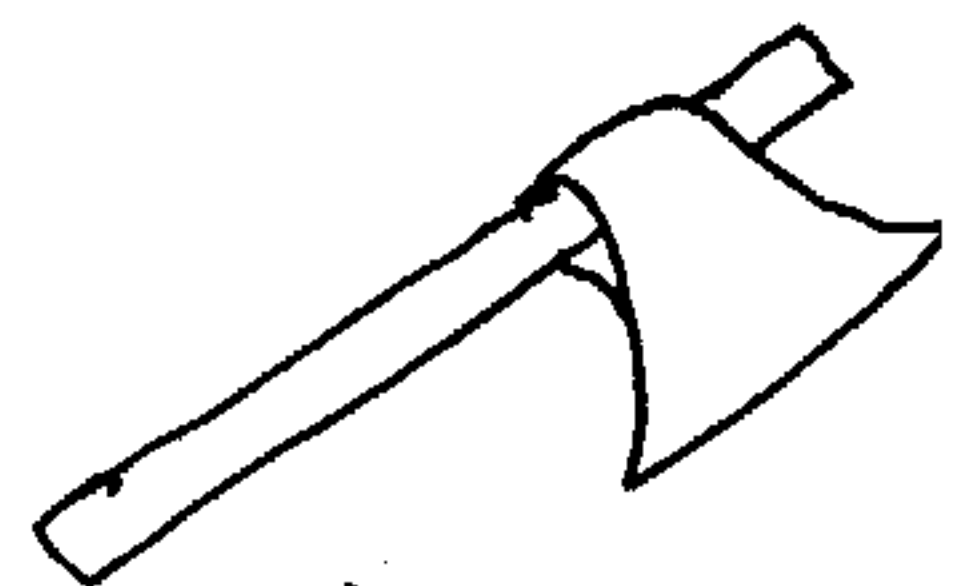
c l o



a d i



a d i



a d i

Worksheet

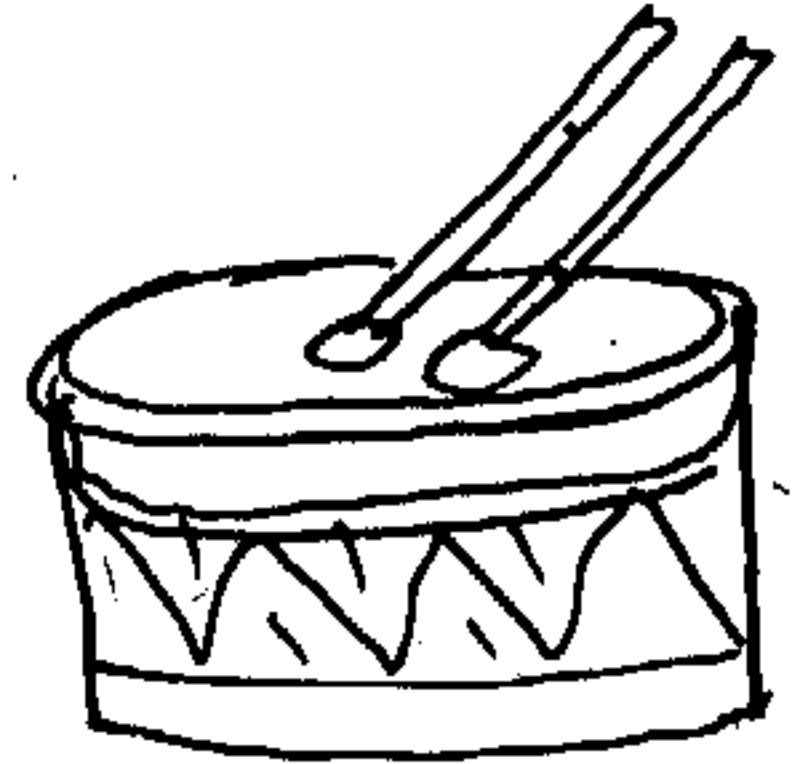
Level: Nur .
Week: 8

Term: 1
Day: 6

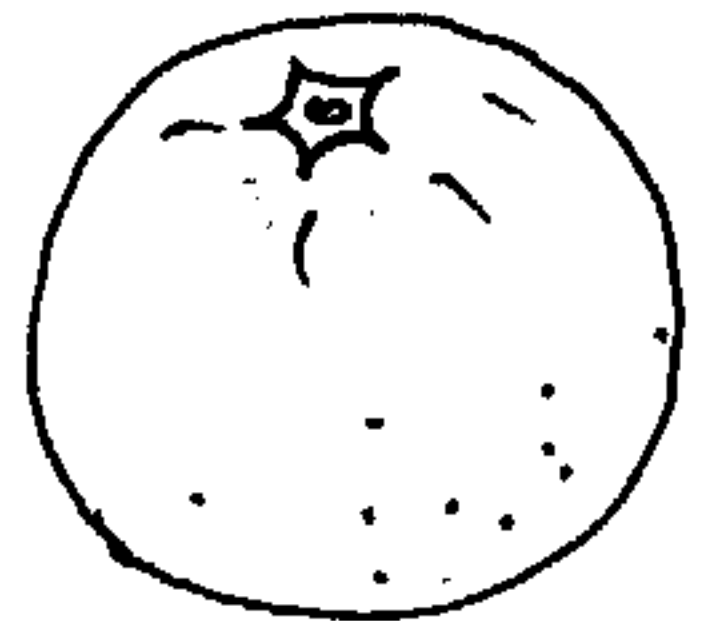
Assessment.

match and join

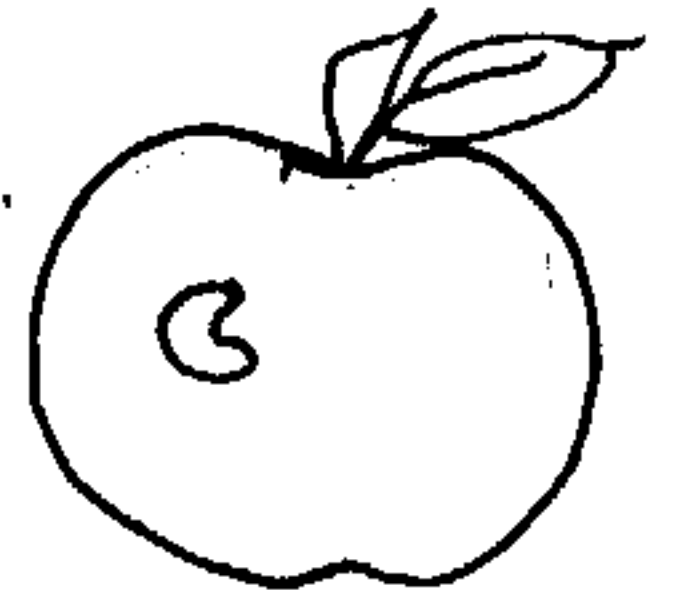
a



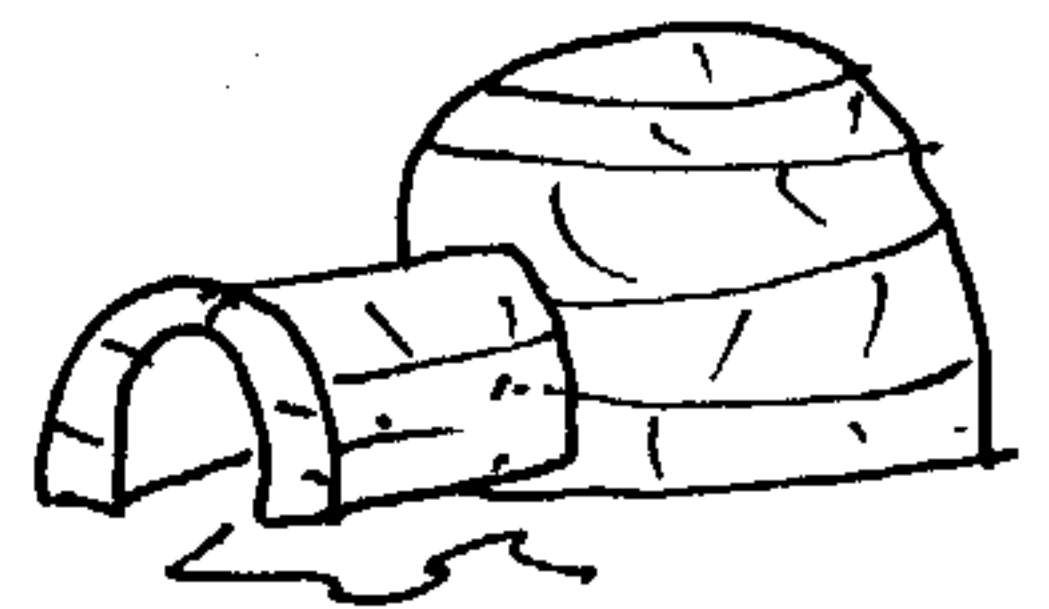
d



o



c



i



i



Worksheet

Level: Nursery
Week: 8

Term: 1
Day:

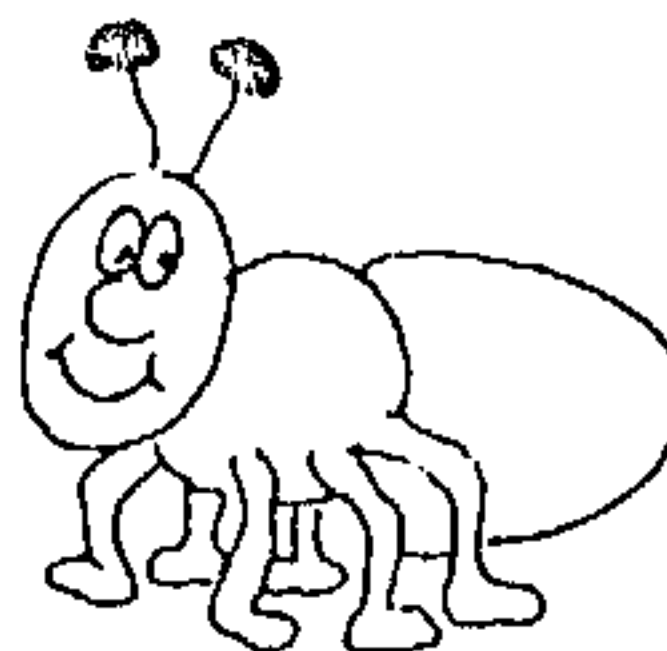
Assessment.

Date: _____

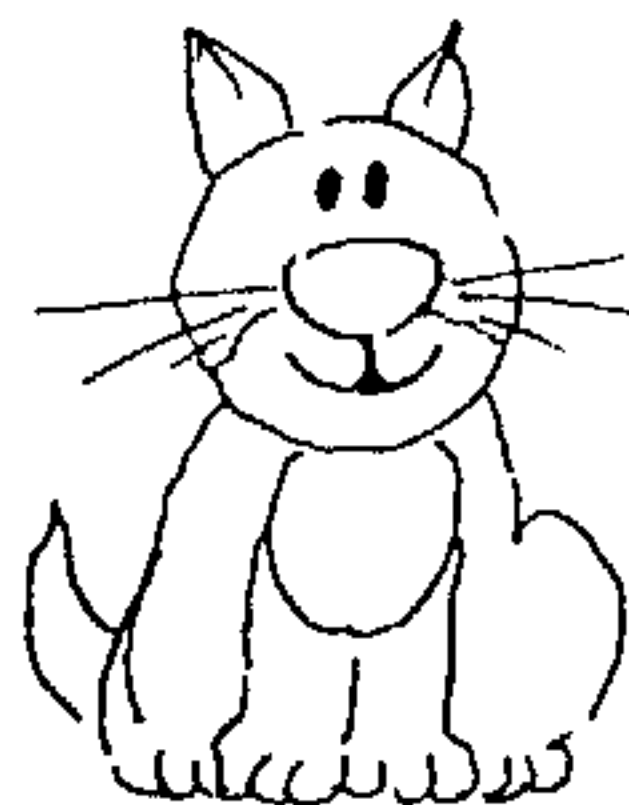
Day: _____

Match the sound with correct picture

C



I



O



A

